

TRAVEL THE GUIDE SCHOOL JOURNAL

NEW YORK · CHICAGO · BOSTON

Entered as second-class matter at the New York Post Office.

VOLUME LXX., NO. 24.
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JUNE 17, 1905.

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THE SCHOOL JOURNAL

A Weekly Journal of Education.

Vol. LXX.

For the Week Ending June 17

No. 24

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What Dr. Maxwell Expects of Trained Teachers.

When City Superintendent Maxwell finished his address before the School of Pedagogy at the New York university on June 2, Chancellor MacCracken said he had been hearing Dr. Maxwell speak for twenty-one years, but the address just delivered was the best one he had ever heard. And in truth it was an address that every trained and untrained teacher throughout the country should have heard, for it was full of instruction and inspiration, brought from the wells of deep experience.

Dr. Maxwell's subject was, "What we must expect from the trained teacher." Broadly, we must expect from the trained teacher five essential things: He must be acquainted with physical training; a thoro student of child life; have a keen appreciation of what a great teacher should be; possess the ability to select proper topics for study; and live up to the ethics of the teaching profession.

Physical training involved a working knowledge of games for play; equipment and use of the gymnasium, athletics, or sports involving communal interests, and manual training. Manual training, Dr. Maxwell thought, has come to stay in our schools. In no other exercise can a student so easily find himself. It offers unlimited scope for self-expression and self-discovery. In quoting from Professor Marshall's book on economics, he said: "Genius for industry is almost invariably found among the poorest classes of people. Unless these children are given a chance to find themselves by doing things, this genius will be lost to the world." In this connection the speaker referred to the Brooklyn school boy who recently invented a system of signals for use during rush hours on the Brooklyn bridge.

The greatest demonstration of the value of manual training ever given has just been witnessed in the sea of Japan. On one side was a great people whose children had been allowed to grow up in superstition and ignorance. On the other side, a small nation, but one which has caught the idea of western civilization and within comparatively a few years has developed one of the most wonderful school systems ever established. From the first days of school life the child of Japan is taught to use the eye and the hand. So when the time came to fight for country and home, every boy who marched or sailed away had been trained to use his hands, and to see straight, which means to shoot straight. The recent victory, to the mind of Dr. Maxwell, is the greatest triumph for education in the history of the world—the result of less than half a century of training.

We must expect, then, that our trained teacher will have a working knowledge of physical training. He must be not only an athlete but a mechanic.

In child study the teacher who fails is the one who has failed to cultivate the gift of proper observation. Physicians who have been examining the physical condition of children in the public schools, report that many of them cannot see well, nor read well. The teacher in her ignorance has

placed these children on the stupid list. Another failure of the unobserving teacher is shown in her inability to catch the mental attitude of the children. She cannot see that her words and actions are exciting rebellion among the students. The ability to secure good discipline and order is often just the ability to note the mental attitude of the children and adapt conditions to them. It is wonderful how much depends upon an observing teacher. Certainly the trained teacher must be an apt student of child life.

The trained teacher, also, must be filled with the spirit of great teachers. Nothing can so stimulate and inspire a teacher as the study of the lives of great teachers. We may learn patience, charity, ways of dealing with children from these noble lives. It ought to be the determination of every teacher to read, not short biographies, but extended lives of great teachers. Learn to be brave and serious from the life of Arnold; learn patience and methods of dealing with children from Horace Mann. Read these lives over and over again until you catch their spirit and profit by their example.

Again the trained teacher must be able to make a proper selection of topics for study. The time has come when our curriculum is a difficult thing to manage. We still have the old subjects taught by our fathers, and to these we have added, nature study, manual training, sewing, cooking, shop work, etc., etc. The great question is how to find time for all these things. Not one of them can be cast aside. The problem is how we are to teach them so that the pupil will get what he ought to have. There are two means that might be employed. First, improved methods of teaching. We do not begin to realize how much our teaching may be improved. We have improved in a wonderful way, but there is still room for progress. Twenty-three years ago Dr. Maxwell first came to Brooklyn. At that time a successful teacher was doing good work, if at the end of half a year, her pupil had learned fifty words. Now at the end of the same period of time the child knows 500 or 600 words. At the end of the first year twenty-three years ago, the teacher guided her pupil thru the first half of a primer. Now the successful teacher will get thru five or six primers in the same length of time.

Second. We must cut out unessential and unimportant details. We show a great lack in selecting unimportant things for study. No one can do this but the trained teacher, and to her we must look for an improved method of teaching and the selection of studies most useful.

Every profession has its code of ethics. The lawyer has his, so has the physician, and clergyman, so must the trained teacher have his.

In the first place the teacher must never attempt to use political influence to secure appointment or promotion. Much has been done to eliminate political influence from the public schools; it cannot be done so long as the mayor has power to

nominate and appoint officers on boards. In spite of all precautions the officers so appointed must reflect the feelings and wishes of those in power. Politics can never be eliminated until the trained teacher recognizes such an action as unprofessional.

A trained teacher should insist, also, on a proper amount of independence. No principal, no superintendent, has the right to say to any teacher, do this or do that, without giving reasons for his command, and convincing the teacher that his way is better than hers. The teacher should always demand the right to be heard on every question, and her reasons given why such action should or should not be taken.

Then, a trained teacher should have a spirit of optimism. We often find it hard to be optimistic in a great city. It takes great hope and faith not to believe that the world is growing worse instead of better. But one of the most valuable things a teacher can possess is the ability never to be cast down or become morbid. She ought always to see the bright side of things, to realize that she may take the most miserable of the world's little ones and develop them into bright, healthy children, ready to face the world's life and effort.

And lastly, the trained teacher must include in her code of ethics, the spirit of gentleness. This is the greatest of them all, and it crowns the influence and blesses the work of teaching. Wonderful progress has been made since the time when the harsh voice of the teacher rang out above the lamentations of the pupils. In a public school not very long ago, and not more than one hundred miles from New York, a visitor was being entertained in a class-room. The teacher, a product of the Emerald Isle, was annoyed by one of her pupils. Turning to the offending youngster she shouted, "If ye'se don't be quiet, I'll skin ye alive." "This teacher," said Dr. Maxwell, "immediately lost her professional dignity."

The trained teacher must incorporate in her code of ethics, independence, optimism, and gentleness, and the greatest of these is gentleness.

Twenty Useful Books for Teachers.

The compilers of "Bibliography of Education for 1904," James I. Myer, Jr., librarian of the University of Nebraska, and Isabel Ely Lord, librarian of Pratt Institute Free Library, have selected the following books as fairly representing the cream of the year's product; books that should be bought by every large library, read by, or accurately known to, all serious students of education, and that are indispensable to those interested in the particular topic treated.

The compilers further state in the *Educational Review*, that the first, third, fourth, and fifth of the groups show that the philosophy of education, American education, religious education, and methodology of special subjects have received much and effective attention during 1904.

The books are of two kinds, technical and popular. It is the individual judgment of the compilers that numbers 2, 4, 7, 8, 11, 12, 19, and 20 are popular books, and perhaps better suited than the others for the small public library that cannot afford to buy all the books on education.

1. Boone—Science of Education.
2. Briggs—Routine and Ideals.
3. Horne—The Philosophy of Education.
4. Wilson—Pedagogs and Parents.
5. Hall—Adolescence.
6. Chancellor—Our Schools.
7. Crawford—The College Girl of America.
8. Dexter—History of Education of America.
9. Mosely Commission—Report.
10. Coe—Education in Religion.

11. Griggs—Moral Education.
12. Pease—Outline of a Bible School Curriculum.
13. Religious Education Association—Proceedings.
14. Collins—Teaching of German in Secondary Schools.
15. Herrick—Meaning and Practice of Commercial Education.
16. Jespersen—Teaching of Foreign Languages.
17. Lloyd and Bigelow—Teaching of Biology.
18. New England History Teachers' Association—Syllabus.
19. Rowe—Lighting of School-Rooms.
20. Talbot—Samuel Chapman Armstrong.

The order of the titles is not accidental. The first four books are serious contributions to the treatment of the vital and fundamental significance of education. Two of them (Boone and Horne) are cast in the technical, professional terminology, while the books by Briggs and Wilson are more adapted to the lay reader.

Numbers 14-18 form a worthy group on method in special branches of secondary schools, 15 and 17 being the only adequate works on their subjects adapted to American schools and conditions.

President Alderman.

In referring to the inauguration of Dr. Alderman as president of the University of Virginia, *The Outlook* says it involves a transformation of the organization of the institution itself. From the beginning the university has dispensed with the office of president; believing that administration by a group of men is freer and better than administration by a single executive. The election of Dr. Alderman as president means the abandonment of that theory, and the adoption of the belief that the function of administering university affairs ought to be exercised, not as an incident to the teaching function, but as an independent, positive force. This necessarily involves the view that the university owes to itself the opportunity of aggressive expansion.

This expansion, declares Dr. Alderman, means an attempt to carry out Jefferson's idea that the University of Virginia should be the leader, so to speak, the federal head, of all the educational forces of the state. The new president would establish relations of comity and co-operation, not only with the common schools, but also with private and denominational colleges; he suggests that halls and dormitories controlled by them should be established at the university, and that a school of education should be maintained to be a place of training for teachers who shall be leaders of public opinion.

The opening of this new epoch in the history of the old university is an event worthy of record in the history of academic progress in America. *The Outlook* feels that it will establish a renewed interest for Northern men who seek education in the South. The student from the North will gradually learn to understand, from the community about Charlottesville, a point of view in many respects new to him. He will learn by concrete experiences how men value race integrity when they think they see it threatened, how they insist on the value of a man apart from his money or his enterprise when the means and spirit of commercialism are absent, how they can exalt honor into a force as powerful as greed or passion when they have been bred to do so. Northern universities have done inestimable service in giving Southerners a point of view they never could have obtained in the South. The University of Virginia is in position to give Northerners a point of view that can be had only in the South.

With this promise for the educational advancement of the commonwealth, the nourishing of intellectual liberty in the South, and the spread of a national rather than a sectional outlook among citizens thruout the nation, the University of Virginia has been, as it were, born anew.

Promotion of Health at School.

Abstracts of Addresses by G. Stanley Hall and John M. Tyler.

At a recent session of the American Social Science association, in Boston, Pres. G. Stanley Hall, of Clark university, discussed a new aspect of pedagogical pathology.

As reported by the *Boston Transcript*, President Hall dwelt on the health of teachers and their liability to certain diseases. He also spoke of the lamentable fact that about one-fourth of the teachers of the country leave the profession every year. This has a tendency to place teaching among temporary professions, thus taking away much of the interest and often leading to inadequate preparation.

The pedagog, declares Dr. Hall, ought to learn as well as teach. The teacher is the wisest and best in his little domain and slowly loses docility, and wont and routine restrict the area of plastic growth. A teacher cannot be too careful of what he reads, especially in pedagogic publications. Much of this is branded with the mark of mediocrity and the commonplace.

In speaking of the contrasts between German and American schools, Dr. Hall said that the chief difference is that we set and hear lessons, saying: "Go, do this and prove to me that you have done it," whereas in Germany the teacher teaches, saying to the pupil: "Come, let us study together, I know and will inform and inspire you." At the St. Louis educational exposition Germany showed us what the teacher does, America what the pupil can produce. Each has a great deal to learn from the other.

There is a constant morbid tendency in education for form to dominate content. In great epochs of growth form leads, as in the Gothic and romantic periods. Then comes a classic age when the two are harmoniously welded. Then comes the age of decadence, when the letter that kills is supreme. We are in special danger here. Exactness, method cram, which whips up a very little matter into great bulk, that eternally explains instead of instructs, gives definitions, notes, technique, and the conceit of knowledge without its substance.

There are also other evils and they are connected with mass teaching of children and organization of teachers. These advances are economic and have done incalculable good, but many evils exist nevertheless.

Work is for the average child, while both backward and brilliant children are neglected. In Europe special schools are now being provided for both these classes. Again, uniformity may become a craze if it calibrates the mind and blocks all knowledge into units, like bales of fodder; six weeks of this, forty experiments, standardized school goods that grow shopworn and allow boys no vent for their individuality which passionately longs to know something that no one else does.

Then comes precocity, to which America is especially exposed. We have little patience to wait and let nature do its work. We are unhistoric. The present is too absorbing. Nothing is esoteric or reserved for maturity. The bloom is rubbed off everything before its time. Education really means leisure.

In conclusion the speaker declared that the school should be modeled on the home and have the right proportion of male and female teachers, but now the rapid feminization, which allows over ninety per cent. of the American children to satisfy the needs of the school law without having seen a male teacher, brings with it a long train of evils.

Prof. John M. Tyler, of Amherst college, followed Dr. Hall on the program. In his remarks he said that while pathology is a dreary subject, yet it is imperative that we attempt to discover what, in modern conditions and civilization, makes for disease and what can be done to promote health.

In view of the present discussion regarding the shorter day in New York city schools, those advocating it declaring the present long hours are injurious to the child, Professor Tyler's views are well worth repeating:

One hundred years ago our fathers grew up in the open. It was a rude, strenuous, muscular life, and resulted in a tough, sturdy, vigorous race.

Nowadays the large proportion of our people live in towns or cities. We are fast exchanging the life of muscular effort in the open air for a sedentary life of brain labor. Competition, longing for comfort and luxury, fret and worry, diminish the joy and increase the wear of work, and this strain falls upon the youngest, most complex, and weakest portion of the brain.

The revolution in our modes of living necessarily disturbs the balance and working of all our organs. Heart, lung, and kidney owe their development and present power to the demands and stimuli of the muscular system, and these greatly increase the effectiveness of our digestive and assimilative tissues. It was sensation and motion, not thought and learning, which laid the foundation of the brain and stimulated the development of all its centers. Our internal organs can and will respond to all reasonable demands of our muscular system. It is an inherited habit. They require these customary motor stimuli to maintain them in the best condition. Without them, as in sedentary life, they degenerate and invite if they do not produce disease. Military examinations show that there is a steady increase of disease as we ascend the so-called social scale from the man who works with his heavy muscles only to those who rely on cerebral, to the practical exclusion of muscular work. Even if the profession is the refuge of the weak, the child of the professional man is likely to inherit a low tone of vitality. As the muscles are less used, and the sensory portion of the nervous system gains the upper hand, so to speak, over the motor, a hypersensitiveness to pain and to discomfort results, tending to timidity, hesitation, hysteria, and other forms of nervous disease.

Two classes of children in our public schools demand special attention, the children of the business and professional classes, and the brighter and more ambitious children of whatever parentage who seem destined for business or the professions. A sound and vigorous body and tough nervous system are absolutely essential to their success. Muscular exercise and fresh air are necessary to promote growth and development of all the vital organs, the brain included. If the motor centers are not well developed the adult becomes an unpractical dreamer, always planning, hoping, or criticising, never creating or realizing.

The motor centers must be developed early, if at all. The average child needs far more exercise out-of-doors to-day than a century ago. He actually has far less. In the city he has little, if any. The child begins to go to school younger. The school year is three times as long. We even plan summer schools to keep him busy and take him off our hands. We hope the room is properly warmed, ventilated, and lighted, that the desks are suited

to his stature. But that one young woman may preserve order among fifty children, they must sit still a large part of the time. Now, late infancy and early childhood are predominantly the period of sensory development. From five years to nine or ten is a period preeminently motor. Of logical or critical thought, or of any abstract reasoning, the child is incapable during these periods. The higher brain centers are not sufficiently mature for much, if any, exercise.

The sensory and motor centers deserve and need more time and training for their full development. The best exercise for the child is that which calls in play the largest mass of muscular tissue, such as running, climbing, and those forms which use the muscles of trunk, legs, and shoulders by the natural and spontaneous play of children. The play instinct is only the expression of a craving for exercise of organs which absolutely require that exercise for their farther growth and development. Such an instinct deserves our respect, and should be gratified in our system of education. Further, physiologists tell us that the centers controlling the action of the heavy muscles of trunk and legs are precisely those which resist nervous prostration and weakness, and that they must be exercised at all costs in the children of nervous parents. The child's play is to fortify him against the stresses of adult life.

Especially in the case of the girl, whose period for storing up strength and material against the trying years to come is two years shorter than that of her brother, should the period between the ages of six or seven and ten or eleven be given her for this as the main purpose.

In view of these facts, concluded Professor Tyler, many educators believe that a modification of the present curriculum would be advantageous, if it is not imperative, for the children of the lower grades at least. This change should make the playground and school garden of at least equal importance with the desk and the recitation. It means more frequent pauses and longer recesses, more motor activity, less crowding and precocity. Less time, used with more enjoyment, would result in a more healthy growth of mind and body, in better habits of study, and in larger acquisitions of knowledge. True social life begins in the primary and intermediate grades, where boys and girls, with much friction and squabbling, learn to adjust themselves to their surroundings. This part of education, whose field is the playground rather than the desk, needs special emphasis in this day of small families. Such a change already has been introduced and will force its way even against the prejudices of parents and public who would have even the baby devote himself to learning something useful.

New Charter for the N. E. A.

The present charter of the National Educational Association will expire in February, 1906. The board of trustees, consisting of Albert G. Lane, chairman, Nicholas Murray Butler, F. Louis Soldan, Newton C. Dougherty, and William H. Maxwell, propose that the association be re-incorporated by an act of Congress, the new corporation to be known as the National Educational Association of the United States. The trustees suggest that the new association shall, in all except a technical sense, be the same organization as the present one, with the same officers, objects, and form of government.

The members of the association will vote on the proposition to apply to Congress for a charter, at the coming annual meeting at Asbury Park in July.

Instructions for Prevention of Drowning.

The United States Volunteer Life Saving Corps is sending out a neat circular with instructions as to how to act in an emergency on the water. About 1,200 people, most of them children, lose their lives each year in the United States because of ignorance in this direction.

As a result of the efforts of this organization many lives have been saved during the past year. The circular contains three practical hints, and suggestions that may be of service during the coming vacation.

First.—Do not go out in any pleasure boat of small or large dimensions without being assured that there are life-saving buoys or cushions aboard sufficient to float all on board in case of an upset or collision, or festooned with life-saving ropes.

Second.—With a party, be sure you are all properly and satisfactorily seated before you leave the shore—particularly so with girls on board. Let no one attempt to exchange seats in mid-stream, or to put a foot on the edge or gunwale of the boat to change seats, or to rock the boat for fun. This, by rollicking young people, has upturned many a boat and lost very many lives every year. When the waters become rough from a sudden squall or passing steamers never rise in the boat, but settle down as close to the bottom as possible, and keep cool until the rocking danger is past. If overturned, a woman's skirts, if held out by her extended arms, while she uses her feet as if climbing a stairs, will often hold her up while a boat may pull out from the shore and save her. A non-swimmer, by drawing his arms up to his sides and pushing down with widely extended hands, while stair-climbing, or treading water with his feet, may hold himself up several minutes, often when a single minute means his life, or throwing out the arms, dog fashion, forward overhand and pulling in, as if reaching for something—that may bring him help, may at least keep him afloat till help comes.

Third.—In rescuing drowning persons, seize them by the hair or the collar, back of the neck; do not let them throw their arms around your neck or arms. If unmanageable, do not strike them, but let them drop under a moment until quiet, then tow them into the shore. If unconscious do not wait a moment for a doctor or an ambulance, but begin at once; first, get the tongue out and hold it by a handkerchief or towel to let the water out; get a buoy, box, or barrel under the stomach, or hold them over your knee, head down, and jolt the water out, then turn them over side to side four or five times, then on the back, and with a pump movement keep their arms agoing from pit of stomach overhead to a straight out and back fourteen or sixteen times a minute until signs of returning life are shown. A bellows movement pressure on the stomach at the same time is a great aid if you have help. Of course, you will at first loosen collar and all binding clothing. Let some one at once remove shoes and stockings, and at the same time rub the lower limbs with an upward movement from foot to knee, occasionally slapping the soles of the feet with the open hand. Working on these lines our Volunteer Life-Savers have been successful after two hours of incessant manipulation, but are generally successful inside of thirty minutes. Spirits of ammonia to the nostrils, or a feather tickling in the throat, often helps to quicken, but we rarely need anything more than the above mechanical means. Use no spirits internally until after breathing and circulation are restored, then a moderate use of stimulants or hot tea and a warm blanket or bed is of the first importance.

Notes of New Books.

Tales of France, is a collection of stories from noted French authors by Prof. A. G. Cameron of Princeton university. It has an introduction, notes, and a vocabulary. The first named is a gem in its way; it discusses the "short story" (Conte) in a truly delightful manner and gives quite a catalog; this is worthy of presenting by itself for the benefit of the lovers of French literature. We can hardly conceive of a genuine student of French who would not be delighted by reading this introduction. Happy are the pupils of this author if he is in the class-room at all what he is in this part of the volume. (American Book Company.)

Very few comparatively have the privilege of reading Homer's marvelous stories in the original, but all who pretend to be cultured should be acquainted with them. For a concise prose version there is no more desirable one to be found than that of Church. They are provided with critical introductions, notes, etc., and are intended primarily for use in elementary and secondary schools. The complete story of the Greek heroes is contained in *Church's Story of the Iliad*, and *Church's Story of the Odyssey* in Macmillan's Pocket American and English Classics. (The Macmillan Company, New York. Price, 25 cents each.)

How to Tell Stories to Children, by Sara Cone Bryant.—An expert story teller exercises a marvelous power over people. To be effective he should know his audience. Children are especially appreciative listeners, if the matter and manner of the story teller suit them. Teachers should study the art of telling them stories as explained by this author, who has drawn largely from her personal experience. She tells why the story that is told is more effective than that which is read aloud; shows the advantages to the teacher of story-telling in school; describes the qualities that children like and tells why—also the qualities necessary for oral delivery; explains how a long story may be made short, and a short story long and gives general directions as to the telling of the story. Some of the school-room uses of the story are retelling, illustrations cut by the children as seat work, dramatic games, etc. There are stories in the book selected and adapted for telling, for the kindergarten and grade I, for grades II and III, and for grades IV and V. It is a book of genuine value, from whose wealth of material the primary teacher can draw for a long time. (Houghton, Mifflin & Co., Boston.)

Manual of the Trees of North America (exclusive of Mexico) by Charles Sprague, Sargent Director of the Arnold Arboretum of Harvard university, author of the *Silva of North America*. With 644 drawings by Charles Edward Faxon.—This manual differs from the previous works of Professor Sargent, much as a dictionary differs from a spelling book or a grammar. They appealed only to certain classes; this is suited to the general public. The facts pertaining to the various trees are so given under each species that anyone can turn to the description and find precisely what is wanted.

Professor Sargent has described some 630 trees, and so students of forestry can find here new light upon the proper culture both of the common ones and those more rare. Gentlemen owning country residences will find this the companion to Gray's botany. Besides, the traveler to the less frequented regions of our own country, and Canada as well, can almost use this as a guide-book to the forest regions. No library, whether public or academic, can afford to be without the volume among its books of reference. (Houghton, Mifflin & Company, Boston and New York. Price, \$6.00 net.)

Mechanical Drawing, technique and working methods for technical students, by Prof. Charles L. Adams of the Massachusetts Institute of Technology.—This is an important text-book for students in courses where drawing forms an important feature. The various chapters treat of drawing instruments and materials; uses and care of instruments and materials; rendering, conventions, lettering; and dimensioning, common working methods; study plates or instrumental rendering and construction; selection and arrangement; object drawing; working drawings; pseudo-pictorial representation, isometric drawing; wash drawing; mechanical copying, the blue-print process, process drawing, patent office drawing. To make up as far as possible for the inevitable loss, in large classes of individual instruction in details—so necessary for the best results in technique—a large number of explanatory cuts are introduced and minor processes are fully explained. Special care was given to the originals for the plates, which were drawn strictly in accordance with the directions in the practice exercises. (Geo. H. Ellis Co., printers, 272 Congress street, Boston.)

Dodge's Advanced Geography.

The appearance of this manual for the study of geography in the higher grades of the grammar schools will certainly arouse attention. That there has been dissatisfaction felt with the methods usually employed is evident when the num-

ber of text-books that have appeared is considered. A text-book in geography is a costly affair; probably the plates for the book before us must have cost upwards of \$50,000, and yet publishers are found ready to incur this expense because they know there will be an immediate demand for a superior book.

This volume contains over 325 pages and yet, voluminous as it seems to be, we do not note any fact that should be omitted, nor is there any superfluity of maps or illustrations. The old "atlas" style has been discarded, and a much smaller page substituted; this makes the volume one that is handy for carriage and for desk use. The print is large and clear. The binding is buckram and is planned to stand the wear and tear of the school-room. The maps are numerous and are exceedingly well made, as might be expected, since the publishers are noted for book-making.

Speaking of the maps we may remark that the continents and the United States are each represented by three maps—one political, one physical, and one commercial. To show the world's commerce and industry twelve maps are ingeniously contrived, also diagrams showing the production in 1902 of wheat, barley, corn, rice, sugar, tea, coffee, cotton, tobacco, gold, silver, coal, and iron.

The manual presents first geographical principles; in this part are discussed the size and motions of the earth, the continents and oceans, rivers, valleys, plains, plateaus and mountains, the atmosphere, rainfall, waves and tides, shore-forms, glaciers, plants, animals, and people. This covers about one-third of the book and is interestingly and clearly stated. The treatment of the subjects enumerated differs from that usually bestowed upon them in this, that geographical conditions are made the subjects of investigation. The great geographer, Guyot, was probably the first in this country to press the need of studying the reasons that enable the earth to be man's home. From his coming here (1856) the old formal mode of study has been abandoned by all intelligent teachers. There is a certain value in the knowledge that there is a country named Venezuela, but to know of its climate, productions, and people and its relation to the other parts of the world imparts joy and satisfaction.

In the treatment of the principles of geography the author has addressed thoughtfulness in the pupil and not merely the memory, as may be seen by examining the "questions and exercises." Among the first (p. 16) the pupil is asked to "observe his shadow at 9 A. M., 12 M., and 5 P. M.;" "What is the direction of the shadow of Bunker Hill monument (and other noted monuments) at this moment?" This is a sample of the pedagogical ingenuity employed to compel the pupil to think concerning earth problems. We should like to copy here a number of these "questions and exercises;" we have no doubt that the usual teacher of geography would be puzzled to answer them, not because they are difficult, but because he has given no thought to them.

This first part, while limited to less than one hundred pages, and therefore condensed, is yet treated in a most scientific manner; there are twenty-two subjects (before enumerated) in it, and the treatment of them discloses the foundation principles most clearly and interestingly; there is a why and a wherefore insisted upon so that the pupil is made intelligent; thus the study of geography is lifted out of the memorization, once supposed to be the only thing needed into the plane of consideration and thought.

The second part is devoted to the study of the continents; first a physical page map is presented in which the elevations are shown by colors; this, being described, is followed by a political map, and this in turn by a commercial map—all of the same size. These are followed by small maps applying the principles of part first, such as climate, rainfall, &c.

The above method is first applied to North America, then the United States, and then the other continents in succession. There is thus a uniformity in the inquiry the pupil makes and the knowledge he obtains as he takes each of the continental forms in hand; thus the general miscellaneousness of information is avoided.

The author, Richard Elwood Dodge, is widely known as professor of geography in the Teachers college of New York city; he has been assisted by Miss Caroline W. Hotchkiss, a teacher in the college, who has prepared the questions and exercises to which allusion has been made and which have struck our attention on account of their originality, being out of the rut which most questioning falls into. Prof. Dodge has been able to obtain the services of Dr. J. Paul Goode of the Chicago university to examine critically the maps in the book. Quite a number of eminent teachers of geography have acted as critics and made suggestions on the text—we can only name Miss Zonia Baber of the School of Education, Chicago university, because she was a teacher highly valued by Col. Parker, and in reading the volume we were reminded again and again of the geographical exercises in Chicago Normal school. This volume would have delighted Col. Parker; it is a splendid example of a New Education text-book.

An appendix of suggestions for collateral reading is given, also valuable reference tables. (Rand, McNally & Company.)

A. M. K.

The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

Week ending June 17, 1905.

N. E. A. Committee's Report on Salaries.

It is only reasonable to suppose that with the increase of the demands made upon teachers as regards preparation, professional efficiency, and social position there should come a corresponding increase of remuneration. As a matter of fact the people are taking a more enlightened view of this matter, and in several praiseworthy instances they have already raised the pay of teachers to something like a respectable basis. But generally speaking, the teachers in the United States still continue to be the most poorly paid public servants. Relatively high salaries are provided by some of the larger cities and by a few other towns where equitable views of educational work have won a victory over parsimony and over intellectual and spiritual callousness. If it were not for these exceptions statistics of the average yearly salary in the various states would bring the blush of shame to the cheek of every fair-minded citizen. Statistics of this character are now available since the publication by the National Educational Association of the Report of the Committee on Salaries, Tenure, and Pensions of Public School Teachers in the United States. This report is to be presented at the national educational convention to be held at Asbury Park, July 3-7.

Mr. Carroll D. Wright, former Commissioner of Labor, is the chairman of the committee to which we are indebted for the report. Miss Anna Tolman Smith, of the bureau of education, is the secretary. The other members are Supt. E. G. Cooley and Miss Catharine Goggin, of Chicago; Prof. Franklin H. Giddings, of Columbia university; Prin. R. H. Halsey, of the State Normal school at Oshkosh, Wis; and Prin. William McAndrew, of the Girls' Technical High school of Manhattan. A sub-committee drafted a schedule of inquiries relative to salaries, and Mr. Charles H. Verrill, an expert statistician, was appointed to collect the data and classify and present them in a serviceable and effective manner. The result is a volume of 458 pages which ought to have considerable influence in securing adequate compensation for teachers everywhere. Here is a paragraph from the introduction to the report which suggests the line of argument by which the citizens of this country are to be won over to an equitable readjustment of the standards of pay.

One of the most striking developments of recent years in connection with city schools is in the exacting nature of the requirements for teachers. Such requirements are becoming more and more severe. The idea that any high school graduate can teach school has quite generally been succeeded by the conviction that no person, however well educated generally, can properly teach without special preparation for that duty. The higher standards which are being insisted upon for the teachers must lead logically to better compensation. The inadequacy of the salaries in some of the cities, as shown by this report, after the training that is necessary to secure the positions, has been used successfully as an argument for their increase, and in some cities it has been admitted where financial reasons have stood in the way of granting an advance.

The facts collected by the committee relating to teachers' salaries represent 85 per cent. of the cities and towns of 8,000 or more inhabitants and a vast amount of information "from typical towns of less than 8,000, and from representative rural districts."

Many interesting items are scattered thru the Committee's report. We learn for instance, that in Boston 10.5 per cent. of the total number of teachers employed by the city are engaged in high school work; in St. Louis and Baltimore, cities of almost exactly the same size, the percentages of teachers in high schools are 6 and 6.1 respectively. In Pittsburg there is but one principal to sixty-four teachers, while in Milwaukee sixty-one teachers are supervised by four principals. The women teachers in elementary schools constitute 74 per cent. of the entire number of persons employed either as teachers or in supervisory positions. Only 2.1 per cent. of those engaged as teachers in elementary schools are men. White day laborers employed on municipal work, such as sewers and street cleaning, are, on the whole, better paid than teachers. Chicago appears to be the only exception to the rule.

Leaving out the four great cities, Boston, New York, Chicago, and Philadelphia, where the pay is more nearly what it should be, California leads in salaries for every grade of principals and teachers. The averages in this state, with eleven cities, are for elementary teachers, \$814; for elementary school principals, \$1,443, for high school teachers with \$1,254, and for high school principals, \$2,364. Montana stands second in average salaries for elementary teachers, with \$792; New Jersey second for elementary school principals, with \$1,443; Colorado second for high school teachers, with \$1,150; Massachusetts (not including Boston) second for high school principals, with \$2,261. When the great cities are counted in with the rest, the state of New York becomes the leader in every division, with Massachusetts as second in point of highest average salary for high school principals.

The teachers in the small rural schools naturally receive the poorest pay. Few people can have any conception of how poorly the labors of these workers are compensated. In Missouri one teacher receives an annual stipend of \$100, Illinois can produce a town where a man does his work for \$120 a year, in Maine there is a place called Orneville where the remuneration is placed at \$118. This is in the North. It is worse in the South. South Carolina can show an average in one county of \$107 for white teachers and \$56 for colored teachers, and two counties in the state give the negro teachers only \$39.

It does seem to be high time to tell from the housetops the story of the estimate placed upon the work of the teachers as shown by financial recompense.

The June number of *Teachers Magazine*, issued by the United Educational Company, is by all odds the largest, most attractive, most helpful, and in every respect the best periodical ever brought out for the use of teachers in the elementary schools. The article by Edward F. Bigelow, editor of the Science department of *St. Nicholas*, discussing "The Child or You?" should be read by educators everywhere. "Uncle Remus Inspires a Library" reveals a side of Joel Chandler Harris not known to the general public. "A Visit to the Circus" is a delightful bit of child study by Mattie G. Satterlee. "A Summer Vacation Experiment" was recommended by Prof. M. V. O'Shea as of unusual value pedagogically. The illustrations show school

conditions in various parts of America. Altogether the number is one in which the teachers may well take pride. No professional paper anywhere can compare with it in beauty and richness and helpfulness.

Governor Douglas and Technical Schools.

Governor Douglas, of Massachusetts, has placed himself on record as a sturdy advocate of trade and technical schools. The occasion was an address before the Superintendents' and Foremen's Associations. In concluding his address the governor said, "When our young men are all taught a trade the problem of the unemployed will be solved. Those who are out of employment to-day are men who have very little knowledge of the work to be performed in any of our industries."

President Eliot on Art Education.

President Eliot, of Harvard, said some very pertinent things regarding education at the recent dedication of the Albright Art Gallery at Buffalo. After calling attention to the point that the main object in every school should be to show the children how to live a happy and worthy life, he added in part:

"It is monstrous that the common school should give much time to compound numbers, bank discount, and stenography and little time to drawing. It is monstrous that the school which prepares for college should give four or five hours a week for two years to Greek and no time at all to drawing.

"All children should learn how lines, straight and curved and lights and shades, form pictures and may be made to express symmetry and beauty. All children should acquire by use of pencil and brush power of observation and exactness in copying, and should learn thru their own work what are the elements of beauty. After reading, spelling, writing, and ciphering, with small numbers and in simple operations, drawing should be the most important common-school subject.

There is great value in the sense of beauty. The enjoyment of it is unselfish. During the last twenty years philanthropists and educators have made wonderful progress in implanting and developing the sense of beauty in the minds of the people. This is shown in the establishment of public parks, cultivation of flowers and shrubs, and in the erection of beautiful buildings.

"To go to school," President Eliot continued, "in a house well designed and well decorated gives a pleasure to the pupils which is an important part of their training. To live in a pretty cottage surrounded by a pleasing garden is a great privilege for the country-bred child. The boy who was brought up in a New England farmhouse, overhung by stately elms, approached thru an avenue of maples or limes, and having a dooryard hedged about with lilacs will carry that fair picture in his mind thru a long exile, and in his old age revisit it with delight. When a just and kindly rich man builds a handsome place for himself and his family, his lavish expenditure does no harm to the community, but, on the contrary, provides it with a beautiful and appropriate object of sympathetic contemplation.

The provision of public museums like this beautiful structure whose opening we commemorate to-day is another means of educating the popular sense of beauty. For training the eye to the appreciation of beautiful compositions in color, good paintings are necessary.

At the conclusion of Dr. Eliot's address an ode, written by Principal Arthur Detmers of Lafayette

high school, was sung. Here are the words, which were set to music by Professor Parker, of Yale:—

O splendor of the far-off days
Forever gone!
Still thru the darkened maze
Of years we wander on,
Haunted by visions of an elder time
When glory crowned the orient hills
And great Apollo laughed,
As the purple sea he quaffed,
And the nymphs by hidden rills
Leaped and danced,
And the silver arrows glanced
From the Huntress' bow sublime;
While from storied heights, far shining
In Olympian repose,
Human thought God's thought divining,
The perfect temple rose.
O deathless splendor of the Attic prime,
Spirit of Beauty, free of old,
Eternal youth is thine; no prison hold
Hath ever fast confined thee,
No earthly chain can bind thee;
Lo, thou wilt bring again the age of gold!

Slowly, slowly thru the night,
Led by Death the host moves on,
Endless tumult, toil and fight,
Hopeless yearning for the light,
Lost the prize in triumphs won,
Endless sleep when all is done.
O the bitter waste and pain!
To Death only comes the gain.
One long smothered cry is all
Scarce remembered years recall.
Nay, not so, 'tis only seeming!
Even now behold, a gleaming!
Even now thy garments trail,
Spirit, on the shrouded mountains!
From the everlasting fountains
Light is streaming o'er the vale!

Yea, by all the discords harsh of life
The music of the world is never hushed.
Upon the woeful strife
Of souls pain-scarred and crushed
The sweet calm face of nature smiles.
O beckoning hands,
O voices in the wilderness,
Ye heavenly bands
That cheer and bless,
Spirit of Beauty near us yet,
Tho we like aliens wandering in far lands
O'er wasted miles
Thy loveliness too oft forget!
From age to age thy mountains call us,
Thy radiant dawns and sunset lights enthrall us,
Thy handmaid stars attend us,
Thy trees and flowers befriend us,
Thy mighty waters will not let us be,
Thine errant winds still set our spirits free.

Not unto us, not unto us the praise,
O Spirit Guide!
Thou who from the broken past dost raise
What shall abide,
Here amid the transitory
Sway and stress of man's estate.
In thy great name we dedicate
An altar to thy glory.
May it lift the souls of men
Out of 'ethal marsh and fen
To that far eternal height
Crowned with light,
Immune from time,
Where nearer God the soul may learn
The beauty and the joy sublime
For which man ne'er doth cease to yearn.

The work of making a suitable collection for the new art gallery has been long and paintaking. The collectors have not had in mind the size of various works of art; quality rather than quantity has been their aim. After the dedication program, the large audience was allowed to wander at will thru the gallery. The collection includes, among others, the following masterpieces:—A superb Velasquez, the portrait of an admiral; a Frans Hals, portrait of Johann van Loo; Velasquez, portrait of Mariana, wife of Philip IV. of Spain. Jan Steen, the Guitar Lesson; Boucher, La Musique (portrait of Mme. de Pompadour); Ruysdael's The Castle, a remarkable landscape by Cuyp;

a portrait of Dr. Burney, by Sir Joshua Reynolds; a landscape and cattle, by Thomas Gainsborough; John Constable's *The Grain Field*; three of John Crome's best canvases, *The Approaching Storm*, *Road Thru the Forest*, and *Mill on the Yare*; Heppner's portrait of Miss Bardwell, Henry Raeburn's portrait of Mrs. Betsy Hume and Romney's portrait of the Honorable Mrs. Wright.

Two Corots will be found in the collection, Diana, and a view in Holland; while Theodore Rousseau's *Old Oak at the Parting of the Roads*, in the Forest of Fontainebleau, is among the loveliest canvases in the gallery.

Daubigny is represented by *Morning on the Oise*, Gustave Courbet by a bull and heifer, Thomas Centure by *Young Venetian after an Orgy*, and also by the head of a woman. Miss Helen M. Gould has lent her Jean Francois Millet, *The Washerwomen*, and there is also another superb Millet, *Counting the Flock*.

The Sorajbi Schools in India.

New York is entertaining a very interesting woman from far-away India. She is Miss Susie Sorajbi, the daughter of a native missionary, who, with her six sisters, were educated in schools established by their father and mother.

Miss Sorajbi's life has been devoted to the emancipation of the women of India. She has been ably assisted by her sisters, especially two, one a lawyer, the other a physician.

While she is in this country for the purpose of arousing interest in her work, her mother, a vigorous old lady of seventy-one, is superintending the work of the four schools conducted by this remarkable family.

Just before her departure for America, Miss Sorajbi was invited to speak before a religious congress in Bombay. In her address she pleaded for educational advantages for women. Her speech was received with enthusiasm and was printed and distributed all over the country.

In speaking of her work and the women of India in an interview printed in *The Globe*, Miss Sorajbi said: "All the women of India are not secluded. The Parsees allow them considerable freedom, and are very desirous of giving their daughters every educational advantage. They are rich people; and I could have as much money from them to establish schools as I wished if I would consent to eliminate the daily reading of the Bible.

"When we started our Mohammedan school it was one battle after another to reconcile the parents to western methods of education. The reading of the Bible was the first; then they objected to drawing lessons, as, according to their religion, it is a sin to make an image of anything in heaven or on earth. I insisted, and won my point. Singing shocked them beyond measure, as Mohammedan girls are forbidden to lift up their voices in song, and as for calisthenics—" Miss Sorajbi lifted her slim, brown hands in mock horror, "I thought the school would have to be closed. Nearly every child was taken away, but they came back in spite of the fact that the priests of their faith offered them money, scholarships, prizes, and privileges of all kinds to go to other schools. But the education is best in ours, and we have now nearly 500 children in our four schools.

"In one school we teach English only, and the children are Parsees and the children of British officers and soldiers. In another school of Parsee children we teach in the Anglo vernacular or Guzerathi and English. The third school is for Hindoo children only, and we teach in Marathi and

English, and the fourth is for Mohammedans only.

"Our largest and best school was once an officers' quarters situated on beautiful grounds. I bought the place with money contributed by Americans and Canadians. It cost about \$8,000, and has been a blessing in many ways. Before we secured it the children had a mud-walled house, and every year when the plague visited us we lost at least twenty-five. Since we have had the new school-house we have lost only two."

The most advanced educational methods are employed in the schools—kindergarten, physical culture drills, and all the branches of a good English or American school are taught.

Some of Miss Sorajbi's ideas are delightfully fanciful, and would induce the laziest or dullest child to study. For instance, in the garden of the American school, St. John's, is a big map of India made of cement. There are grooves for rivers and hollows for the Arabian sea, which are filled with water. The Himalaya mountains are represented in relief. This map makes the study of geography a joy to the children. They have boats on which they sail cotton and tobacco and opium down the rivers from country to city, and in this way learn more of their country in one lesson than most of their elders learn in a lifetime.

Educational Unions in Japan.

Much of the rapid rise of industries in Japan during the last ten years has been due to the introduction of the guild or union. This has resulted in the introduction of better and more modern machinery. Strange as it may seem, it is said that when workmen strike in Japan it is not for higher wages but for better machinery. Mr. Jun Suzuki, in an interview with Kellogg Durland reported in the *Boston Transcript*, said that the idea in introducing the union was educational. These unions are in the nature of craft guilds, and are under the direction of men educated abroad at the expense of the government.

"Ten years ago," said Mr. Suzuki, "absolutely no form of trade union was known in Japan; today there is some form of union existing in nearly all the important trades.

"The plan of having schools for the employees is spreading, so that membership to a trade union in Japan practically means opportunity for a skilled training in the trade.

"Child labor is less prevalent in Japan than in New York. Schooling is compulsory for boys and girls alike up to the age of fourteen."

Immediately upon leaving school the boys are taught a trade. Some of these trades may be learned in six months. If a boy works in a factory six months, he is obliged to continue in the same place for three years, at wages and hours set by his employer. Mr. Suzuki is of the opinion that the abolition of this system will be the next reform instituted in industrial Japan.

School Attendance in the Philippines.

The *Philippine Teacher* publishes the following significant table showing the remarkable increase in the interest in schools by the people of Masbate Province.

Total attendance in schools of the province:

1903.	1904.
August, 428.	August, 2,585.
September, 598.	September, 2,785.
October, 859.	October, 2,984.
November, 869.	November, 3,149.
December, 823.	December, 3,154.

SUMMER : TRAVEL : GUIDE

THE LONG SUMMER VACATION affords the teachers of the United States, who number nearly half a million, a glorious opportunity to become familiar with some of the wonders of the land in which we live. Every teacher is planning for some special trip as a means of study or pleasure. This year many delightful trips have been arranged in connection with the National Educational Association convention to be held in Asbury Park, July 3-7. Other excursions of interest will be features of the meetings of the various teachers' associations, among them the state conventions of New York, Pennsylvania, Ohio, Arkansas, Maryland, Kentucky, Virginia, Tennessee, Georgia, and others.

Teachers who attend the summer schools, which are located in every state, or the great summer institutes such as Marthas Vineyard Summer Institute and the one at Chautauqua, will have an excellent opportunity to become acquainted with the scenery and natural history of the localities where these are situated. Then there are the splendid opportunities of recreation, sight seeing, and good fellowship of personally conducted tours abroad. The vacation outings add largely to the interest which the teacher carries back to the school-room in the fall.

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on July 1, 2, and 3, good to return until July 10. If ticket is deposited with joint agent, Asbury Park, not later than July 10, and a fee of fifty cents paid at time of deposit, return limit may be extended to August 31.

For specific rates, stop-overs, and conditions of tickets consult nearest Pennsylvania Railroad ticket agent.

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PASSENGER TRAFFIC MANAGER

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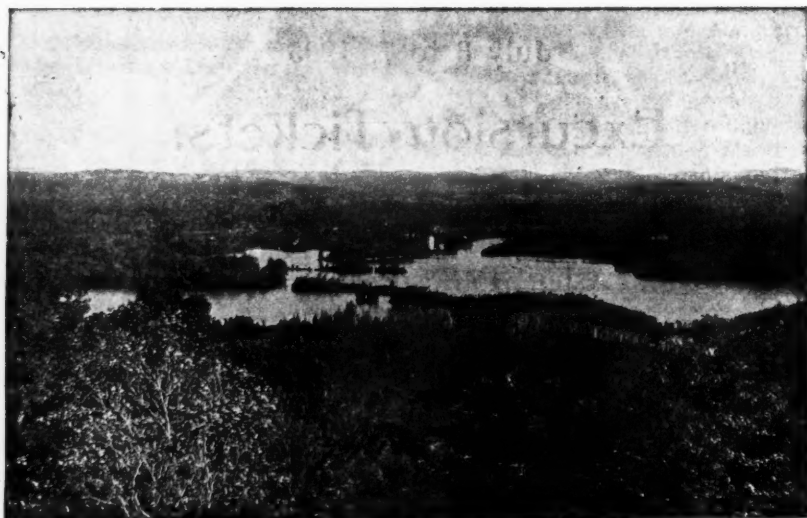
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Matters of Interest

in connection with the meeting
of the N. E. A. to be held at

Asbury Park, N. J.

THE notable service of the Lake Shore and Michigan Southern Railway will prove of unusual interest to travelers this year, as the route to Asbury Park is by way of New York City, to which city the Lake Shore affords the most extensive and complete through train service of any line from the middle, western, and southern country.

These through trains run from Chicago, Toledo, Cleveland, and intermediate cities on the Lake Shore; from St. Louis, Indianapolis, Cincinnati, Columbus, and other cities on the Big Four route, via Cleveland and the Lake Shore to Buffalo, thence over the New York Central.

The Lake Shore is recognized not only as the most comfortable road in America, but its equipment represents the very highest quality of perfection in elegance and convenience.

It is also justly famous for the safety and certainty of its service.

In connection with the sale of tickets to Asbury Park, for which, by the way, a very low fare will obtain, some very interesting and enjoyable privileges will be given to purchasers of tickets over the Lake Shore, notably: Stop-overs at Sandusky, Ohio, for interesting side trip to the beautiful Lake Erie Islands, and Cedar Point; at Westfield, N. Y., for visit to Lake Chautauqua and its famous Assembly; also at Niagara Falls.

Option is given, too, on tickets sold south or west of Cleveland, of going by C. B. Line steamer, either way, between Cleveland and Buffalo without extra cost, or by rail; also optional privilege of either by boat (day or night line) on the Hudson River, or by rail, between Albany and New York City without extra cost.

Stop will be permitted on the return journey at New York City until August 31st.

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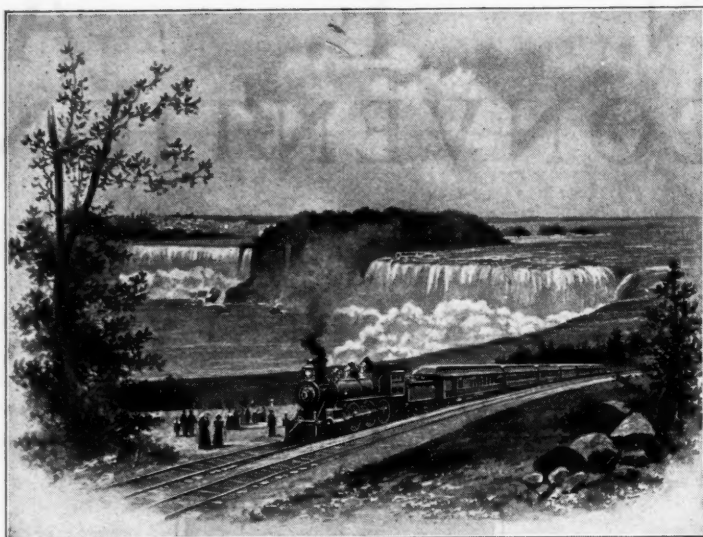
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American Institute of Instruction,

Portland, Maine, July 10 to 13.

General Sessions.

Monday Evening.

Address of Welcome. His Honor, Mayor Percival P. Baxter, of Portland.
Educational Ideals. Hon. W. W. Stetson, state superintendent of Maine.
President's Address. Charles H. Keyes, Hartford, Conn.

Tuesday Morning.

Present Notions about Ethical Instruction in Our Public Schools. Arthur D. Call, principal, Second North school, Hartford, Conn.
Address.—Patriotism in Our Schools. Gen. Joshua L. Chamberlain.

Tuesday Evening.

The Fundamental Assumptions in the Report of the Committee of Ten. Charles W. Eliot, president of Harvard university.
The University and the Schools. E. Hershey Sneath, head of the department of pedagogy, Yale university.

Wednesday Morning.

The Basis of Discontent with Present Methods of Teaching Geography. Homer P. Lewis, superintendent of schools, Worcester, Mass.
Motive and Content of the Elementary Curriculum. Arthur H. Chamberlain, Pasadena, Cal., president of the manual training department of the N. E. A.
The Conservation of Rural School Education. Hon. Walter E. Ranger, state superintendent of schools, Montpelier, Vt.

Wednesday Evening.

National Outlook for Childhood. Mrs. Frederick Schoff, Philadelphia, president of National Congress of Mothers.
The Home as a Factor in Education. Sarah Louise Arnold, dean of Simmons college, Boston, Mass.
My Book and Heart Shall Never Part. Dortha Stone Pinneo, secretary of Connecticut Federation of Women's Clubs.

Thursday Morning.

Educational Problems in New Brunswick, Canada. Dr. J. R. Inch, chief superintendent of instruction, New Brunswick.
Address. E. W. Arthy, superintendent of schools, Montreal, Canada.

Thursday Evening.

The Education of Women. Herbert E. Mills, Vassar college, Poughkeepsie, N. Y.
The College of the Future. Carroll D. Wright, president of Clark college, Worcester, Mass.

Department Sessions,

DEPARTMENT OF TRAINING AND SUPERVISION.

Tuesday.

General Topic.—Problems in Training and How Met.
In the Country Normal School. Nellie F. Harvey, normal school, Castine, Me.
In the City Normal Schools. Walter P. Beckwith, Ph. D., principal, normal school, Salem, Mass.
In the City Training Schools. Frank J. Peaselee, superintendent of schools, Lynn, Mass.

Wednesday.

General Topic.—Training While in Service. Its Needs and Limitations.
From the Viewpoint of the Normal Teacher. May L. Baright, normal school, North Adams, Mass.
From the Viewpoint of the Primary Supervisor. Ella L. Sweeney, assistant superintendent of schools, Providence, R. I.
From the Viewpoint of the Superintendent. William C. Bates, superintendent of schools, Cambridge, Mass.
Discussion. Prof. Walter Ballou Jacobs, Brown university, Providence, R. I. Walter E. Ranger, state superintendent of schools, Montpelier, Vt.

Department of Home and School.

Wednesday.

Ought the Higher Education of Women to be made more Practical? Mrs. Sarah S. Platt Decker, president of General Federation of Women's Clubs. Mrs. Eva Perry Moore, St. Louis, Missouri, president National Association of Collegiate Alumnae.
Discussion.

Thursday.

How can the Home and the School co-operate more effec-

tively in the Ethical Training of the Child? Mrs. W. O. Vallette, member of education committee, General Federation, Goshen, Indiana. Walter H. Small, superintendent of schools, Providence, R. I.

Department of Primary Schools and Kindergartens.

Tuesday.

Primary Reading. Eulalie Osgood Grover, Chicago, Ill.
School Gardens. Sarah T. Palmer, principal of practice school, State Normal school, Johnson, Vt.
Address. M. Adelaide Holton, supervisor of primary schools, Minneapolis.
The Age of Plasticity. Mary S. Snow, Pratt institute, Brooklyn, N. Y.

Thursday.

The Kindergarten as a Preparation for Grade Work. Helen L. Southgate, supervisor of kindergartens, Concord, N. H.
The Work of a Mothers' Club. Mary I. Hamilton, Benjamin Dean kindergarten, South Boston.
The Influence of Kindergarten Occupations upon Children's Home Work. Lucy Kummer, principal of kindergarten, Rice Training school, Boston, Mass.
Stories for Children. Mabel C. Bragg, State Normal school, Lowell, Mass.

Department of High and Grammar Schools.

Wednesday.

Correlation of High School and Grammar School Endeavor. Ray Greene Huling, head master, English High school, Cambridge.
Requirements for Admission to College. D. O. S. Lowell, English department, Roxbury Latin school, Boston.

Thursday.

How we Teach Geography To-day. Charles F. King, master, Dearborn district, Boston.
An Experiment in History Teaching. Lotta A. Clark, history department, Charlestown High school, Boston.

Coming Meetings.

It is our desire to make this list as complete as possible. Any omissions or corrections will be gladly received.

The New York State University Convocation of the regents and officers of institutions in the university will hold its annual meeting at the capitol at Albany on Monday, Tuesday, Wednesday and Thursday, June 26, 27, and 28, 1905.

June 26, National Elocutionists' association, Washington, D. C. Address Robert I. Fulton, Ohio Wesleyan university, Delaware.

June 27-29.—West Virginia Educational association at White Sulphur Springs. President, A. J. Wilkinson, Grafton; secretary, Joseph Rosier, Fairmount.

June 30-July 1, 1905.—Eastern Manual Training association, at Newark, N. J. Pres., Clifford B. Connelly, Allegheny, Pa.; vice-pres., Eli Pickwick, Jr., Newark, N. J.; sec'y, Henry W. Hetzel, Central M. T. school, Philadelphia; treas. William F. Vroom, St. Nicholas Terrace, N. Y.

July 3-7.—National Educational association will meet at Asbury Park, N. J. Pres., Supt. William H. Maxwell, New York city Permanent Sec., Irwin Shepard, Winona, Minn.

July 10-13.—American Institute of Instruction, Portland, Me. Secretary W. C. Crawford, Allston, Mass.

July 11-13.—Pennsylvania State Educational association at Reading.

July 11-14.—Maryland State Teachers' association, at Blue Mountain House; president, Arthur F. Smith, Lonaconing; vice-president, E. W. McMaster, Pocomoke City; secretary, A. G. Harley, Laurel; treasurer, John E. McCahan, Baltimore.

July 13-27.—Connecticut Chautauqua association, Forestville, Conn. President, D. W. Howell, 411 Windor Ave., Hartford, Conn.

July 25-26-27. Tennessee State Teachers' association will meet at Monteagle, Tenn. Pres., P. L. Harned; secretary, W. L. Lawrence, Guthrie, Kentucky.

September 17-20.—International Congress of Childhood at Liege, Belgium. American Committee: Chairman, M. V. O'Shea, Madison, Wis.; secretary, Will S. Monroe, Westfield, Mass. Membership in the Congress solicited.

Oct., 1905.—Western Minnesota Educational association. Pres., County Supt. M. L. Pratt, Granite Falls.

October 19, 20, 21.—Vermont State Teachers' association, Montpelier.

The Teacher's Vacation.

A Familiar Talk on Vacation Trips.

By M. A. FOSTER, New York.

Many teachers are in a quandary as to where they shall spend their summer vacation. After school closes, two weeks of relaxation, either mental or physical, should be enough to restore the tired nerves and fit the teacher to enjoy an outing.

In planning a vacation, economy must enter largely into the scheme. The summer schools are enjoyable, but should not be attended in successive years, for, however diverse may be the surroundings, the teacher will be still breathing the pedagogic atmosphere of school methods. Compromise by going alternate years, even if you are after a degree. Do not hurry, a year or two longer will add to your growth, and will be time gained rather than lost. Every teacher needs a complete change not only for the body but also the mind. Seek the rest which results from new activities.

Having been associated with teachers much of my life, I have watched many grow narrow in their views and opinionated, with the unmistakable stamp of the pedagogue, unable to throw aside the marks of their profession and enjoy a social life, with the culture and poise of a well-bred woman.

Many teachers remain at home believing they cannot afford a trip. The one who boards has not this excuse. By a little forethought a trip can be planned at small cost and much benefit. No short excursion is more enjoyable than the one to Old Point and Washington by sea. The Western teachers who attend the N. E. A. should remember this.

Let me tell you what one young woman and I did with Labor day. We left New York on Saturday at three, by the Old Dominion line of steamers. The day was perfect, as well as the night with a full moon and a calm sea. The sail was a bit of the ocean without the mal-de-mer so often attending a longer voyage.

We reached Old Point at 9 A. M., going directly to Fortress Monroe, where we were in time to see the drill and the dress parade, as well as what there was of interest about the fort.

From there we went to the morning service at the old historic church of St. John's. The quiet within, the open windows and doors, the blue sky, the trees, the perfume of flowers, the song of birds, the old gray moldering monuments of Revolutionary days, all seemed to be a part of the service, as far removed from the noise of New York as if years, not hours, had intervened since yesterday.

From there we took the trolley to Newport News, where we saw the skeletons of several ships on the stocks in process of construction. After dinner we wandered about this old town, that on week days is astir with shipping life like her foreign sister, Glasgow on the Clyde, returning to Hampton in time to be shown thru the Indian school, and to be present at the concert in the beautiful grounds of the Soldiers' Home where we rested for two hours. Later, back to the hotel, until the steamer arrived which would take us up the James river to Washington.

These steamers are floating palaces. We slept well and were alert for any adventure on arriving next morning in the Capital City. We drove about the city and admired the capitol dome from several vantage points, ascended the monument to have a prismatic view of this beautiful city, and then de-

cided to spend the remainder of the day at Mount Vernon, the Mecca to which all good Americans hope to make at least one pilgrimage.

The glory of a perfect balmy summer day enveloped us. We were no longer tourists but guests of Washington, on whom he was showering the hospitality of his beautiful home and grounds, with the outlying scenery and broad expanse of the James river. Washington was now our friend as well as the "Father of his Country." To teach of his life and times would not alone be of books, but of experience.

On the return route there was time for a brief stop at Arlington, once Lee's magnificent estate, a fitting resting spot for our nation's heroes, and from there thru sleepy Alexandria, back to Washington.

We returned by rail to New York, having been absent three days, poorer in pocket by twenty dollars, but with a lasting memory of a delightful experience.

I know of a half dozen teachers who for several years have taken a cottage near the shore of one of our large lakes where they could breathe invigorating air, but who spent the summer in idleness, reading novels of the dime order, "trash," as they freely admit, and they believe these vacations well spent. It is this sort of rest against which I protest. The inspiration of new experiences, adventures, nay, hardships, it may be, are what your mind and body demand, not the rest of inertia.

A trip to Europe is not beyond the dreams or pocket of a young teacher. Three or four friends traveling together can save nearly one-fourth of the expense, as fees, guides, drives, etc., amount to little more for four than for one, while lower rates at hotels can be made. If a party of four can start out with a lump sum of eight hundred dollars, they can have a delightful two months in Europe.

But pick your friends. Be sure they are good-natured and tactful, that they will do in Rome as the Romans; for it is the fault of the individual ego, rather than the environment, which may mar one's pleasure.

If you sail from Philadelphia you can get a good stateroom on a ten or twelve day boat for \$90, ten per cent. off or \$81, with steamer fees about \$85. This is preferable to a second class passage on a quick ship. This will leave \$115 for each to spend on shore. One may make this sum go a long way or a short, as she may elect.

I should advise Oxford and the summer school for the first trip. There is an attractive boarding house where one can meet interesting students, Swedes, French, English, and American, and can obtain a comfortable room with four meals a day for \$6 a week and live in the heart of Oxford with its eight hundred years of history, the enchanted ground of English learning. For five dollars one may belong to the University school, and as members attend the lectures and entertainments, having the benefit of reduced rates on railroads with the Oxford professors as guides in many delightful excursions.

I shall never forget the afternoon spent in Max Muller's beautiful home or the English garden tea to which we students were invited by Tennyson's niece. To hear a lecture on Nelson and Trafalgar by the grandson of Sir Robert Peel or on the paintings in the National Gallery by the daughter of Charles Kingsley, or on the life of Jane Austen by the son of Charles Dickens, is history born not of books.

The ocean voyages and a month at Oxford will leave twenty days out of the seventy still at one's disposal, with about \$75 in cash. At this season there are frequent five-day excursions from London to Paris which \$25 or less will cover, leaving two weeks for London and \$50.

By taking a Glasgow boat instead, at \$90 for the round trip, one can purchase a tourist ticket with stop-over privileges, seeing Edinburgh and The Trossachs, choosing either Wordsworth's West country going, or the east coast with the cathedrals, traveling third class. Two dollars a day if four sleep in one room would cover the daily outlay, tho

one must remember rapid travel from place to place doubles expense.

I have ever been doubtful if rapid travel in a strange country is as wholesome as for one to be satisfied with seeing fewer places. On one voyage my roommates were two teachers from a school for the blind. They had read Hall Caine until the Isle of Mann was to them the fairy land of foreign travel. They had crossed the ocean satisfied to spend their vacation among the Manx folks in the land of tailless cats.

One must plan with care when \$200 is in the balance, but the trip can be taken.

Summer Schools.

It is our desire to make this list as complete as possible. Any omissions or corrections will be gladly received.

EASTERN AND SOUTHERN STATES.

June 26.—July 21.—State Normal school. Address Prin. E. D. Murdaugh, Frostburg, Md.

June 28-30. Annual Convocation of University of the State of N. Y., Albany. Address H. P. Rogers, First Asst. Com. of Education.

July 3—Sept. 1. Summer school, Spring Lake, N. J. Address Prin. J. Provost Stout, M. A.

July 3-August 5.—Intercollegiate summer field course in geology, to be held in various sections of the Appalachian region for field study. Address Prof. W. B. Clark, Johns Hopkins university, Baltimore, Md.

July 5-Aug. 12.—University of Pennsylvania Address, Prof. Arthur H. Quinn, director, College Hall, Philadelphia.

July 5-August 17.—Yale university school of forestry, Milford, Pike county, Penn. Address Prof. Henry S. Graves, New Haven, Conn.

July 5-August 15.—Harvard university school of arts and sciences. Chairman, N. S. Shaler, S. D., LL. D.; Clerk, J. L. Love, 16 University hall, Cambridge, Mass.

July 5-Aug. 16.—Clarkson School of Technology. Address The Director, Potsdam, N. Y.

July 5-August 16.—Syracuse university, at Syracuse, N. Y. Address the Registrar.

July 6-28.—The Connecticut Agricultural college, Rufus W. Stimson, A. M., B. D., president, Storrs.

July 6-Aug. 17.—Yale university school of arts and sciences. Director, Prof. E. Herschey Sneath, New Haven, Conn.

July 6-Aug. 16.—New York university, University Heights, New York City. Address Prof. Leslie J. Tompkins, Registrar.

July 6.—August 3.—Mechanics institute, Dept. of Industrial arts. July 10 to July 22, Dept. manual training for teachers. Address Eugene C. Colby, or Wm. W. Murray, 55 Plymouth ave., Rochester, N. Y.

July 7-Aug. 17.—Columbia university. Address the registrar, New York city.

July 7-Aug. 16.—Cornell university, Ithaca, N. Y.

July 8-30. Jewish Chautauqua Society of America, Atlantic City, N. J. Isaac Hasler, P. O. Box 825, Philadelphia.

July 8-Aug. 18.—The Chautauqua, Chautauqua, N. Y.

July 10—4 weeks.—The Von Regdingsvard School of Art-wood Carving, Brunswick, Maine.

Beginning July 10—4 weeks. Summer normal schools. Bastrop, Clinton, Opelousas, Donaldsonville, Thibodaux, Covington, La.

Beginning July 10—4 weeks.—For colored teachers, Lake Providence, La.

July 10 to August 12.—Dartmouth. Address Thomas W. D. Worthen, A. M., director, Hanover, N. H.

July 10.—Aug. 19.—New Jersey Training school for feeble-minded girls and boys. Summer school for teachers. Address Supt. E. R. Johnstone, Vineland, N. J.

July 10.—August 18.—Special Normal Art and Design course, School of Decoration and Applied Art. 27 West 67th st., New York city.

July 11.—Marthas Vineyard institute. Pres. William A. Mowry, Ph. D., Hyde Park, Mass.

July 11-Aug 17.—Classes in English. Mrs. H. A. Davidson, 16 Linnaean street, Cambridge, Mass.

Beginning July 11.—The Champlain school, Cliff Haven, N. Y. Address, Rev. Thomas McMillan, C. S. P.

CENTRAL STATES.

June 26—5 weeks. Normal school, Oshkosh, Wis.

June 26-Aug. 4.—Normal school, Whitewater, Wis.

June 26-Aug. 4.—University of Michigan. Law department continues until Aug. 18. Address John D. Reed, dean, Ann Arbor.

June 26-Aug. 4.—University of Wisconsin, Madison.

June 26 to August 4.—Armour Institute of Technology. Address the Dean of Engineering Studies, Chicago.

June 26-August 5.—Marietta college. Address Pres. Alfred T. Perry, Marietta, O.

June 26-August 4.—Michigan State Normal college at Ypsilanti. Address Pres. L. H. Jones.

June 30.—Six weeks. Upper Iowa University, Fayette, Ia.

July 3 to 15.—National summer school. Address Ginn & Co., Chicago.

July 5 to August 27.—Kindergarten Training school, Grand Rapids, Mich. Address Miss Nellie Austin, secretary, 23 Fountain street.

July 5-August 9.—Bradley Polytechnic institute summer school of manual training and domestic economy. Address Theodore C. Burgess, director, Peoria, Ill.

July 8-15, American Instructors for the Deaf, Morgantown, N. C. Address Prof. J. L. Smith, Fairbault, Minn.

July 11-28.—Summer School of Music and Drawing, Morgan Park academy, Morgan Park, Illinois. Frank D. Farr, Silver, Burdett & Company, 378 Wabash avenue, Chicago, Ill.

July 11-13, Catholic Educational association, New York city. Address, Rev. F. W. Howard, 212 E. Broad street, Columbus, Ohio.

Beginning July 17. The Augsburg school of drawing. Address E. S. Smith, 226 Wabash ave. Chicago.

July 31, Aug. 3, International Friends' Educational Conference, Richmond, Ind. Address Robert L. Kelly, Earlham college.

Aug. 6-Aug. 19.—The new school of methods in public school music, at the Abraham Lincoln center, Oakwood boulevard and Langley avenue, Chicago, Ill. Address American Book Company, Washington Square, New York City.

WESTERN STATES.

June 26.—Aug. 4.—University of California. Address Recorder of the Faculties, Berkeley.

June 26-August 4.—Western Summer Institute for Teachers; address, D. A. Grout, Ladd school, Portland, Oregon.

July 24 to August 5.—National summer school, Portland, Oregon. Address Ginn & Company, Chicago, Ill.

If you are scrofulous, dyspeptic, rheumatic, troubled with kidney complaint, general debility, lacking strength, take Hood's Sarsaparilla.

Letters.

Dedication of the Albright Art Gallery at Buffalo.

When our Puritan forefathers came to New England they laid firm foundations for that common school education which is still the ideal of American citizens, but education, in its broadest sense, cannot be confined to "the little red school-house." The broader vision of the present time can see that *duty* must walk hand in hand with *beauty*, so pictures and plants are now a part of the school-room, and the road to the home of learning is bordered with blooming flowers.

"The more things thou learnest to know and to enjoy," said Plato, "the more complete and full for thee will be the delight of living."

In harmony with this ideal comes the princely gift of Mr. John J. Albright to the citizens of Buffalo, namely the Albright Art Gallery which was formally dedicated on May 31.

The city of Buffalo gave a fitting site for this building on the banks of the Scajaquada, and now a stately Ionic art temple, built of pure white marble stands on the hillside with granite steps leading to the water.

The architects, Messrs. Green and Wicks, selected for their model the east porch of the Erechtheum on the Acropolis at Athens, and this forms the center, connected by loggia with porches of similar design at the extremities of the building. There are more than a hundred Ionic columns, monoliths of white marble. Every detail of the building represents artistic sincerity and honest workmanship.

Mr. Albright did not limit his gift to money, but offered to present the gallery, complete, to the city. Its cost has overrun the first estimates and approaches one million dollars. He has also made provision for an income to sustain its work.

Walking one day thru the hall of sculpture he noticed that the cornice, high above the heads of the people, was of stucco.

"Do you think that it is in harmony with the marble interior?" he asked the friend who was with him.

"Carved marble will add greatly to the cost," was the answer.

Mr. Albright said nothing at the time, but later the order was given for the carved marble. No shams were to mar his princely gift to the people.

The program for the dedicatory exercises was impressive in its simplicity. President Eliot, of Harvard spoke on "Beauty and Democracy," Mr. Richard Watson Gilder read his beautiful poem entitled "A Temple of Art," and Prof. Horatio Parker, of Yale, conducted the chorus of three hundred voices, which comprised the Orpheus, Sangerbund, Teutonia, Liederkranz, and Guido societies. Professor Parker also composed the music for the ode,—the words of which were written by Mr. Arthur Detmers, principal of the Lafayette high school.

At the conclusion of the exercises which were held on the slopes leading to the park lake, the Albright Art Gallery was thrown open to the people.

Space is lacking to describe the treasures which line its walls. Museums of art and private collectors all over the United States and Canada have been most generous in their response to the requests of Charles M. Kurtz, Ph. D., the art director of the gallery. A distinguished art critic said the other day, "As for the loan collection, never before on this side of the Atlantic has such a group of masterpieces been seen." The opportunity to view these pictures amid their beautiful

surroundings means much to the people of Buffalo and for a whole month, rich and poor will be able to enjoy them.

It is characteristic of Mr. Albright's modesty, that all thru the opening ceremonies he declined to take any prominence, but sat quietly in the audience with his fellow directors. He made no speech, but "Actions speak louder than words." His generous gift to the citizens of Buffalo will go down the generations carrying its beneficent message, the blessings of beauty, to millions yet unborn.

MRS. MARGARET J. CODD.

Mr. Lynch Leaves Teaching.

Parsimony is killing the schools of our Republic; hence, I quit the school-room to avoid poverty in old age.

I cannot thank you too much for the good that your excellent journal has rendered me during my last thirty-three years in the school work. All these years I was a paid subscriber, and a careful reader of THE JOURNAL that is as necessary for the thoro teacher, as Blackstone is for the successful lawyer. Printer's ink moves the world.

The policemen of our cities are paid more money to crack skulls, than our teachers are paid to fill skulls.

I am an optimist, and still hope to see the day when the profession of teaching will be honored above all other professions.

Webster said, If we build upon marble, it will crumble; if we work upon brass, it will tarnish; but if we work upon immortal minds, if we imbue them with a just spirit, we work upon that which will brighten all thru eternity.

Wishing you continued success in your efforts to make the schools of our great Republic what they should be to develop perfect manhood and womanhood,

I am yours sincerely,

WM. H. LYNCH.

(Mr. W. H. Lynch was for fifteen years superintendent of public schools at Mountain Grove, Missouri.) His record as a school principal is as follows: Houston school, three years, Steelville, four years, St. James, two years, Salem, fourteen years, West Plains, five years, Mountain Grove, thirteen years, total of forty-one years. Mr. Lynch is justly proud of the fact that in all this time he lost only nine days. He was a private, Sergt., Lieut. and Capt. in U. S. Army under Genl. Sherman and did not lose a day. Is there such an another record.

It is unfortunate that such a man could not be retained in a field in which he has done so much good. EDITOR.

Feed Young Girls.

Must Have Right Food While Growing.

Great care should be taken at the critical period when the young girl is just merging into womanhood that the diet shall contain all that is upbuilding, and nothing harmful.

At that age the structure is being formed and if formed of a healthy, sturdy character, health and happiness will follow; on the other hand unhealthy cells may be built in and sick condition slowly supervene which, if not checked, may ripen into a chronic disease and cause life-long suffering.

A young lady says:

"Coffee began to have such an effect on my stomach a few years ago, that I was compelled to quit using it. It brought on headaches, pains in my muscles, and nervousness.

"I tried to use tea in its stead, but found its effects even worse than those I suffered from coffee. Then for a long time I drank milk alone at my meals, but it never helped me physically, and at last it palled on me. A friend came to the rescue with the suggestion that I try Postum Coffee.

"I did so, only to find at first, that I didn't fancy it. But I had heard of so many persons who had been benefited by its use that I persevered, and when I had it brewed right found it grateful in flavor and soothing and strengthening to my stomach. I can find no words to express my feeling of what I owe to Postum Food Coffee.

"In every respect it has worked a wonderful improvement—the headaches, nervousness, the pains in my side and back, all the distressing symptoms yielded to the magic power of Postum. My brain seems also to share in the betterment of my physical condition; it seems keener, more alert and brighter. I am, in short, in better health now than I ever was before, and I am sure I owe it to the use of your Postum Food Coffee." Name given by Postum Food Co., Battle Creek, Mich.

There is a reason.

The Educational Outlook.

On June 9, the corporation of the Massachusetts Institute of Technology voted to accept the terms of the proposed merger with Harvard, recently drawn up by the executive committee of the two institutions. The action of the corporation comes as a decided surprise in view of the large vote of the alumni against such consolidation.

Pres. William De Witt Hyde, of Bowdoin college, in his annual report recommends the passage of a rule retiring professors at the age of seventy years. During the last year, Bowdoin has received gifts aggregating \$57,683.

Scholarships and prizes aggregating nearly \$12,000 were awarded on May 26 at the Pennsylvania Academy of Fine Arts. Miss Alice Kent Stoddard, of Watertown, Conn., not only received one of the Cresson scholarships of \$500, but also received the first Charles Toppan prize of \$400, for the best pictures on the subjects of "Industry" and "Idleness."

The teachers of Blue Earth, Brown, Le Sueur, Redwood, Waseca, and Watonwan counties of Minnesota, will meet for summer instruction at the state normal school at Mankato, on June 20. The school will close Aug. 2. The teachers of southern Minnesota have become interested in the work of this school, and this year's attendance promises to outnumber that of 1904, when 565 students were enrolled.

A recent conference of superintendents, principals and teachers of West Virginia discussed the question: "Should teachers attend summer schools of colleges and universities?" It was unanimously agreed that they should, and that they should receive credit and an increase in salary for so doing.

Fergus Falls, Minn., recently dedicated a new \$34,000 school building.

There were 134,260 children enrolled in the public schools of Colorado during the year 1904. In the rural schools of the state it is estimated that 37,000 children receive instruction, such as it is; for the school term is short and salaries for teachers small.

The legislature of West Virginia has passed a bill raising the minimum salary which may be paid teachers having the several grades of certificates. The first grade \$35.00 per month, second grade \$30.00, and third grade \$25.00.

Between four and five hundred applications for entrance to the next year's freshman class at Vassar college are on file and requests are being rejected. The college is in urgent need of another residence hall or dormitory.

The park board of Rochester, working in harmony with the Rochester playground league, has begun extensive improvements in the parks.

An effort has been made to secure a \$30,000 appropriation from the Illinois legislature for experiments in floriculture in charge of the agricultural experiment station of the University of Illinois.

Prin. J. T. King, of McMechen, W. Va., has been principal of the public school of that city for fifteen years. A new \$50,000 school building is to be ready next year.

Logan, Iowa, is to erect a new \$40,000 school building.

Chester, W. Va., is planning to build a new school house.

The Baltimore park board will establish a comprehensive system of playgrounds, provided the city will furnish the necessary funds. The board has ef-

fectuated a reform in that it no longer allows the distribution of flowers from the parks to members and their friends.

To Beautify Memphis.

The plan to beautify Memphis thru the medium of the juvenile flower club has been received most cordially. Seeds are being distributed freely and some of the floral companies have particularly offered plants as prizes for the school which has the most pupils to join the club.

An Active Maryland Society.

One of the first local branches organized by the American League for Civic Improvement was at Govanstown, Maryland. This society continues to do splendid work. At its March meeting plans for spring improvement were discussed. The chairman of the trees and flowers committee was authorized to distribute packages of seeds among the school children of Govanstown. This is done each year by the club and every fall a prize is given the boy or girl who has grown the finest flowers.

An Era of School Gardens.

Under the auspices of the women's council and with the assistance of the children of the public schools, it is proposed to institute an era of school gardens in Sacramento, California. The plans, when carried out, will make the Fremont primary school-yard, at Twenty-fourth and N streets, the prettiest in the city. Geraniums, the favorite flower of the women's council, were planted here with quite a bit of ceremony.

School Gardens in Cheyenne, Wyoming.

The Cheyenne Improvement society has instituted a flower-growing movement among the children of the city. At the first distribution of seeds 4,890 packages were required. There were about 12,000 pupils in the schools of the city, and of these 960 purchased seeds or plants. The Union Pacific Railroad donated 1,000 plants to the society. Prizes will be awarded for the best children's gardens and a flower show will be held in the fall.

Practical Work in Washington.

The department of agriculture during the past two years has taken great interest in promoting gardening work and botanical study among the pupils of the public schools of Washington. These pupils have been trained by government experts in the use of the best methods employed by the department in the preparation of soils, the planting of seeds, and the propagation and care of plants, and have placed at their disposal all the facilities necessary for such instruction, such as workrooms, greenhouses, and abundant plant material.

Crosby's Good Work.

Mr. Dick J. Crosby, vice-president of the school garden section of the American Civic Association, gave a most interesting illustrated lecture before an audience of teachers and students in Bloomington, Illinois, recently, on the subject of "School Gardening and Elementary Agriculture for the Common Schools." The illustrations showed the work that has been and is now being done in schools in different parts of the United States and facts as to the value and outgrowth of this study and work by the children were given in the talk. Work of this kind has been carried out very successfully in the school garden in connection with the university and public schools the past few years, and the talk and

pictures of Mr. Crosby were of especial interest to the teachers and pupils who are engaged in this work and study here. Mr. Crosby also lectured in Rockford.

Seed Distribution in Grand Rapids.

In Grand Rapids, Michigan, this spring, the committee on municipal health and beauty of the ladies literary club will distribute 15,000 packages of flower and vegetable seeds among the children of the public schools at one cent a package. Each school will be supplied with a list of directions as to the time and manner of planting the various seeds and bulbs. Exhibits of the flowers and vegetables grown from these seeds will be held in the fall, as they were last season.

Practically every important improvement body in this city is affiliated with the American Civic association.

Good News for Philadelphia.

It is expected that the board of education of Philadelphia will increase the grant for school garden work this spring to permit of its extension to new districts. Last summer, which was the first year for this sort of elementary agricultural education in Philadelphia, two gardens were conducted, one at Weccacoe square and the other at Fifty-sixth street and Lansdowne, at a total cost of \$3,500. In addition a number of private school garden enterprises were carried on under the auspices of the Vacant Lot association, the total cost of these being, it is stated, about \$600. The movement for the public school garden is backed by the Civic club, the Civic Betterment association, the Public Education association, and the City Parks association, who aim to have a garden in every ward of the city. The board of education will be asked to set aside \$5,000 for school garden work in Philadelphia during the summer of 1905. The Germantown branch of the Civic Betterment association is rejoicing over the prospective improvement of Waterview park, where its labors centered last summer, in providing a combined playground and school garden as an object lesson to the City Fathers. An ordinance for an appropriation of \$10,000 has been introduced in select council by Councilman Edwards. Besides the garden, a playground with gymnasium apparatus, swings, and games, there may be a wading pool for the children.

Covington Joins the Procession.

At a meeting of the Covington, Kentucky, park association it was decided to begin work right away on the Sixth street Market Space, which has been set aside by the city as the first public park in Covington. President Mackoy appointed a committee to prepare the park for sodding and plant the trees. A number of ladies of the art club were present at the meeting, one giving a resume of the work being done at the children's playground under the auspices of the club. The ladies were authorized to go ahead and make the arrangements, the association pledging itself to secure them against any pecuniary loss.

The committee on flower seeds reported that 2,800 packets of seeds had been received from the Department of Agriculture for distribution among the school children, and that 700 packets had been received from Congressman Gooch. The secretary stated that he had written to the American Civic association for pamphlets to be distributed with the seeds. A committee from the art club will be appointed to assist the children in distributing the seeds.

Iowa Salary Increases.

Here are a few cases where salaries have been advanced for the coming year in Iowa: Prin. J. C. Richter, of Manila, salary increased to \$900 per year; salaries of his grade teachers to \$47.00 per month. Supt. William Aldrick, of Keokuk, advance of \$100; Supt. L. D. Salisbury, Winterset, of \$200; Prin. A. C. Voelker, of Aplington, \$135; Supt. E. C. Meredith, Emmetsburg, \$100.

An interesting incident happened at Perry. The board voted to raise the superintendent's salary to \$1,300, "but," says the *Midland Schools*, "they were overcome by superstition, and imagined all kinds of calamities following the unlucky thirteen. With thirteenth century credulity they avoided the hoodoo by voting Supt. W. B. Thornburg \$1,290, an increase of \$90."

The salaries of all the teachers at Cambridge were raised so that none will receive less than \$45 per month in the future. The minimum salary at Hull will be \$50.

University of Georgia Summer School.

The third session of the University of Georgia summer school will begin June 27 and close July 28. During the last two years the citizens of Athens have contributed funds for the expenses connected with the sessions. The efforts of the university have proved so successful that the state has decided to appropriate \$5,000 annually for this work. A registration fee of \$3.00 is required of every student. F. M. Harper is the registrar.

In addition to his duties as registrar at the university, Mr. Harper is also assistant superintendent of the Athens high school. The graduating class followed a suggestion of Assistant Supt. Harper's, and spent a week of sight-seeing in Washington, D. C. This rather unique plan was adopted by the class in preference to holding commencement exercises. The forty-four students had a merry and profitable time, and returned to their home voting the expedition a grand success. It is highly probable that this custom will become a permanent one.

Prizes for Improvement.

The coming Lewis and Clark exposition has aroused the citizens of Portland, Oregon, to the necessity of "the city beautiful." The committee on parks, trees and shrubs of the civic improvement board of the chamber of commerce, composed of Frederick V. Holman, W. S. Sibson, Alfred L. Bebee, and George Otten, is working hard for the betterment of the city. Among many other things, it has formulated a plan to interest the public school children in the work of beautifying the city. Three prizes will be awarded the children in each of the fifteen schools containing ten or more rooms, to those who will present the best kept lawn and backyard, the best street front, and the finest display of shrubbery and flowers. The first prize will be \$5 cash; the second \$3; the third \$2. A committee of three prominent residents of each school district will be appointed judges. Donations of trees, plants, and seeds have been solicited and with encouraging results.

In the smaller school districts of the city independent civic improvement associations are being organized, chief among which are those of Portland Heights, King's Heights, upper park blocks, the peninsula and others. The Portland Heights association has a large membership and there is much enthusiasm in the movement among the residents. Property owners are assessed a sufficient amount each month to pay \$60 a month to a man whose duty it is to see that the streets and sidewalks are clear of all weeds, grass, and rubbish. Small associ-

ations are talking of adopting the same plan. The work is going steadily forward, and never before has there been such an awakening among the property owners over any similar movement. The members of the civic improvement board are much encouraged in their efforts.

The American Civic association, which is deeply interested in the exposition, will be represented by its first vice-president, Clinton Rogers Woodruff, of Philadelphia.

What a Man of Seventy Has Seen.

He has seen the invention and development of the telephone, of the telegraph, and of the electric light and almost the beginning of the modern railroad system. He has seen the rise of the big ocean liner, the cable system, the wireless system, the Pullman car, and the sleeping car.

He could have seen Daniel Webster,

Henry Clay, John C. Calhoun, Henry Ward Beecher, Wendell Phillips, Ralph Waldo Emerson, and Abraham Lincoln.

During his time the Franco-Prussian war was fought, the American Civil war, the Spanish war, and the Russo-Japanese war.

In his time Darwin wrote the origin of the species and Herbert Spencer his great philosophy. Also in his time have risen to fame, Tennyson, Browning, and Longfellow. In his time the journey to Europe has been brought down from sixty and seventy days to five days and a fraction.

Business was then all individual firms; now it is all mighty combination.

He has seen the currency change from a system one-half "wild cat" to a system which defies the having of bad bills.

He has seen the Republican party control the national election since the Civil war, every time but two, viz.: nine elections out of eleven.—JOHN A. WALKER, in *Graphite*.

The Greater New York.

The vacations schools and playgrounds thruout New York city were thrown open on June 10.

The new pension law went into effect June 1. This means that a deduction of one per cent. will hereafter be made from the salary of the members of the supervising and teaching staffs of the local schools, the Normal college, and the schools under the direction of the departments of correction and charity.

The Bronx Teachers' association held its last meeting for the present year on June 8. Altho this is the first year of its existence there are 530 paid-up members on the roll. The following members were elected as representatives to the Inter-borough council: Beverly Smith, Miss Emma McCabe, Frederick J. Reilly, and Hugo Newman.

The graduating exercises of the Normal College Training department will be held on Thursday, June 22, at 10 o'clock, A. M.

Public school No. 157 held a manual training exhibit in the school building at 126 st. and St. Nicholas ave. on June 15.

On Thursday evening June 15, the public school men of Greater New York, tendered a dinner in honor of the men who have been prominent in the fight for the new pension bill. A large number of educators and guests were present and the dinner was a success in every respect.

A full report of the proceedings will be given in a future number of THE SCHOOL JOURNAL.

A report of the manual training exhibit held at public school 157, on June 15, will also be given later.

Sunday School Parade.

It is estimated that 150,000 children took part in the Sunday school parade in Brooklyn on June 8. Mayor McClellan who signed the bill making this anniversary a holiday for the schools of the borough, reviewed the parade and received mighty cheers from the happy children. As division after division of children passed the reviewing stand the mayor turned to those standing near and said, "Beautiful, beautiful, I wouldn't have missed it, gentlemen, for a farm. If we could march those bright-faced children thru all New York city it would do more good than a hundred sermons."

Meeting of Teachers' Art Club.

Miss Elizabeth E. Blair, one of the assistants of Dr. Damrosch, gave a demonstration on June 8, of methods of teaching music to boys, in the Hall of the Board of Education. The meeting

was held under the auspices of the teachers Art club and was well attended.

Besides Miss Blair's demonstration, a program of several numbers was presented, including solos by Miss Ray Whitlock and Miss Florence Piretti; and violin playing by Master Howard J. Martin, a talented pupil of P. S. No. 2, The Bronx.

To assist in demonstrating the point presented by Miss Blair, there were present two classes of boys from No. 54, Manhattan. One was a class of very diminutive singers from the 2 B grade, the other, a chorus of 4 A pupils. The singing from sight reading of both these classes elicited much applause.

Miss Blair said in part, "It is most important to correct, thru lessons in singing, the rough tone so common among boys. This may be corrected by having the pupils softly sing the descending scale in the syllable 'hoo'. In doing this the lips should be pursed well forward, and the pupils led to listen to the soft tones thus produced. This tone when secured, should always be used in singing both songs and exercises.

"Teachers who would know the secret of good sight reading, will find that it consists in teaching the children to think sounds before they attempt to sing them. They should make the effort to think the sounds and then should be led to sing them to something else than the familiar 'do, re, mi.' In exercises or songs for two voices, if the children are not able to sing two parts together when they first attempt to do so, it is advisable to practice the alto part first, and then the soprano. Great care should be taken not to let children over-strain their voices in part singing. In their anxiety to hold their own parts, they are rather prone to sing too loudly. Harsh and loud singing is characteristic of the badly trained class."

Teachers College.

More than 3,200 persons have received instruction under the auspices of Teachers college during the past year. Of these, 934 were students at the college, and 1,150 pupils in the Horace Mann and Speyer schools.

A decided increase has been shown in the departments of domestic science, fine arts, and physical culture. While forty states were represented in the student body, the increase was most noticeably from the middle West, forty-three per cent. of the students are graduates of 105 other colleges.

During the year the college appointment committee has received 1,009 requests for trained teachers; they have been able to recommend 288 graduates for positions.

The University Convocation.

The forty-third annual convocation of the University of the State of New York will be held in the Senate Chamber of the State Capitol, June, 28, 29 and 30. The convocation in the character of its membership, the ability of those who have addressed it, and the range and variety of the topics discussed has long been regarded as one of the most important and authoritative educational gatherings in the United States. From the program as prepared, it is evident that the ensuing meeting is to be among the most interesting, instructive, and profitable of any in the history of the university, and will attract a large attendance of prominent educators. Its themes are especially timely and significant, and the speakers men of national reputation, experts upon the subjects that have been assigned them for treatment.

A new departure will be made in that the convocation, instead of considering many educational questions, will devote itself exclusively to one of immediate and vital import, that of the industrial and commercial development of the country and the training which should be given our youth in the public schools, colleges, universities and special schools to best fit them for the solution of the problems which it involves. The general subject resolves itself into three subdivisions: viz., Education for the trades and other industries, Education for commerce, and Education for agriculture, and the speakers have been selected with special reference to their fitness for each, and the name of each is the assurance that his topic will be exhaustively and adequately presented.

At three o'clock of the afternoon of Wednesday, June 28, there will be an informal gathering at headquarters in the Hotel Ten Eyck and at four o'clock an executive session of the Convocation Council. The evening meeting will be in the Senate Chamber at 7:30 o'clock where after registration and announcements, the Chancellor's address will be delivered by the Hon. Daniel Beach, LL. D., the senior member of the board of regents, in the absence of Chancellor Reid and Vice-Chancellor McKelway. At the conclusion of his address an informal reception by the regents and the commissioner of education will be held in the State library, to which all members of the convocation and guests are cordially invited.

On Thursday morning, in the Senate Chamber, an address, outlining the general subject, to be topically treated by others, will be given by President Edmund J. James, LL. D., of the University of Illinois. President James is one of the strongest educators in the West, having been professor of political science in the Universities of Pennsylvania and Chicago and from 1902 till 1904 president of Northwestern university. He has, within the past year, been called to the head of the University of Illinois, as the successor of Commissioner Draper. He was also president of the American Academy of Political and Social Science from 1899 till 1901. His address is expected with great interest. He will be followed by President Charles D. McIver upon "The Teacher and Business Men." Dr. McIver is widely known as the president of the North Carolina State and Industrial college at Greensboro, which he organized in 1892. The discussion will be led by Director Cheesman A. Herrick, Ph.D., of the School of Commerce, Philadelphia.

Thursday afternoon at three o'clock the Hon. Robert C. Ogden, chairman of the Southern education board and widely known for his philanthropic labors, will speak on "Industrial Education from a Laymen's Point of View," and will be succeeded by a discussion "On how to fit industrial training into our courses of study," to be led by Dean James E.

Russell of the Teachers college, New York. Thursday evening at eight o'clock the Hon. Frank A. Vanderlip, former assistant secretary of the United States Treasury and now vice president of the National City bank, New York, will speak upon "A New College Degree;" and will be followed by Professor J. W. Jenks, professor of political economy and politics, Cornell university, and a leading authority upon political economy, will speak upon "Education for Commerce in the Far East."

On Friday morning at 9.30 o'clock Dean W. A. Henry, director of the Agricultural Experiment Station, University of Wisconsin, will deliver an address on "Agricultural Education in America and its Importance to the Commonwealth and the Nation;" the Hon. W. M. Hayes Assistant Secretary of Agriculture, Washington, will follow him; and President John R. Kirk, of the Missouri State Normal school, will speak upon "Ways and Means of fitting Education for Agriculture into the School Curriculum." The discussion upon these branches will be led by Professor L. H. Bailey, director of the College of Agriculture, Cornell university.

With the array of talent which the program promises and the importance and pertinency of the papers and discussions, the convocation will certainly be one of the most successful educational conferences of recent years.

For Children's Gardens.

The civic improvement committee of the Women's Columbian club of Boise, Idaho, has charge of a children's garden prize contest in that city. The prizes will be awarded as much for the proper care of the surroundings as for the excellence of the gardens.

Findlay, Ohio, club women have begun a crusade against the unsightly school grounds. They advocate flowers and lawns at all the school buildings. Superintendent John W. Zellar opposes the movement, giving as his reason the necessity of a space for recreation and exercise.

What Do We Know About Our Brains?

"It is when we leave all mere anatomical considerations and ask the ultimate questions—how does mind affect matter, and how does matter display mind?—that we realize our nescience. Granted the nervous mechanism I have indicated, we are not one whit the better able to answer a question for which our very conception of cause and effect is inadequate. We cannot conceive—tho many of us think we can—of an idea moving a table, or a table moving an idea. The difference between mind and matter is greater, immeasurably greater, than all other differences whatsoever, and our concept of causation is inadequate to conceive how the one affects the other. Four attempted solutions I must enumerate. The idealist easily solves the difficulty. There is nothing but mind, of which matter is the creature, he says. And as Hume said of Berkeley, the most consistent and logical of all idealists, 'His arguments admit of no answer and produce no conviction.' Then there is Huxley, who appreciates with all of us the difficulty of understanding how mind can affect matter, and therefore denies any such influence. We are conscious automata, he says, unable to affect or effect anything, consciousness being merely an *epi-phenomenon* or by-product, an interested spectator not allowed or able to join in the game. Of this theory the difficulty is that it was conceived by a consciousness, and then disowns its creator and source. For you will observe that in order to explain consciousness we have only the evidence and conclusions of consciousness to guide us. Similarly a man may try to lift himself by his own

collar. The third solution is that affected in the academic circles of to-day. It admits that mind and matter cannot mutually interact, and therefore proclaims a *psychophysical parallelism*: mind and matter—or consciousness and cortex, for this school knows nothing of subconscious mind—move in parallel lines, one mental state affecting another, and one neural state another; but the two lines, 'tho produced ever so far,' never meet. Material changes, however, will cease to affect mental states when opium ceases to cause sleep, and music delight: not before. And, lastly, there is the explanation of Spinoza and Spencer, which regards mind and matter as correlated and inseparable manifestations of the Unknowable. This explanation will cease to hold the field when we learn on what other hypothesis an invisible and single cell, which would not cover the point of a lead pencil, can receive certain salts, proteids, water, air, and light—and develop into a nervous system with its attendant organs, whence may proceed an Eroica Symphony or a Hamlet."—C. W. Saleeby, in *Harper's Magazine* for June.

Canadian Church Union.

The benefits of union will be many and varied. In the denominational publications, some of which are good and others far from what is desired, there should come a wonderful improvement. A first-class paper, equal to the best in the world, could be easily obtained. To educational work there would come a great economy of men and means, as well as untold progress in efficiency and power.

As an example, let one great college be substituted in Montreal for the three which now stand side by side, overlapping one another in the greatest part of their curricula, and it is easy to imagine the immense benefits which would come to ministerial education. The overlapping in the ministry everywhere apparent would become a thing of the past. It is no uncommon thing to find in villages of a few hundred inhabitants these three and other denominations where ministers have two or three more outside appointments, and in filling them are often obliged to travel much the same ground. One strong church where the three now stand, with a more capable and better maintained ministry, would add incalculably to the moral and spiritual well-being of the community, which the present divided and oftentimes inefficient forces are unable to do. A response could be made to the great and rapidly growing West, where the demand for men and money far exceeds the supply. Foreign missionary enterprises would receive an impetus not now accorded them, and enlargements made on every side. Nor is it unreasonable to suppose that union in Canada would have its influence on denominations in other lands, and help in bringing about a corporate union for their common Christianity.—From "The Church-Union Movement in Canada by the Rev. J. P. Gerrie, in the *American Monthly Review of Reviews* for June.

Get Rid of Scrofula

Bunches, eruptions, inflammations, soreness of the eyelids and ears, diseases of the bones, rickets, dyspepsia, catarrh, wasting, are only some of the troubles it causes.

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Instruction will be given by a staff of 31 professors, 26 instructors, and 16 assistants. This body of teachers is selected mainly from the staff of the University. Those from other institutions are: Mr. Cheshire Lowton Boone, Director of Drawing and Industrial Art, Montclair (in Manual Training); Dr. Henry David Gray, of the University of Texas (in English); Professor Herman Horrell Horne, of Dartmouth College (in Education); Professor William Albert Nitze, of Amherst College (in Romance Languages); Professor Walter Bowers Pillsbury, of the University of Michigan (in Psychology); Professor Henry Mike Sleeper, of Smith College (in Music); Mr. Edward Lawrence Stevens, Associate City Superintendent of Schools, New York City (in Education); and Professor Chauncey Wetmore Wells, of the University of California (in English).

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Opposed to Tech. Alliance.

The alumni of the Massachusetts Institute of Technology recently took a vote on the proposed alliance with Harvard. The result of the ballot showed that there is some opposition to the scheme. Of the 1809 graduates who voted, 458 favored alliance and 1351 opposed it.

The non-graduates were given a vote also. Of these 1060 voted, showing that 376 favored and 684 opposed.

The technology corporation discussed the result in a recent meeting, but took no formal action.

Education for Convicts.

The responsibility for the education of convicts in New York is to be turned over to the state education department. The schools will be under the direction of the prison chaplain, with convict teachers.

The attendance of illiterate convicts and those unable to speak the English language will be made compulsory. It is intended to teach the common school branches, and to manage the schools on the same plan as is carried on by the state for Indian children.

The number of foreign convicts who need schooling has not increased since 1860, tho they form about ten per cent. of the total prison population.

Prizes in France.

The Academie des Sciences has established a number of prizes which are to be awarded during the period from 1905 to 1909. Among the number we may mention the following:

Fourneyron prize (\$200). The academy establishes the concourse for this prize in 1905 the following question: Theoretical or experimental study of steam turbines.

Herbert prize (\$200). Annual prize designed to reward the author of the best treatise or the most useful discovery for the popularizing and practical use of electricity.

Hughes prize (\$500). Biennial prize founded by the physicist Hughes, designed to be awarded to the author of a discovery or researches which contribute the most to the progress of physics.

Gaston Plante prize (\$600). Biennial prize to be given to the author (French) of an important discovery, an invention, or research in the electrical field. The academy will award this prize in 1905 should there be occasion for doing so.

La Caze prize (\$2,000). This biennial prize will be awarded in 1905 to the author (of any nation) of works or memoirs which shall have contributed the most to the progress of physics. It cannot be divided.

Kastner-Boursault prize (\$400). A three-yearly prize which will be given (if need be) in 1907 to the author of the best work upon the different applications of electricity in the arts, industry, and commerce.

Wilde prize (one prize of \$3,000 or two of \$4,000). An annual prize given to the person whose discovery or treatise upon astronomy, physics, chemistry, mineralogy, geology, or experimental mechanics shall have been judged by the academy as the most worthy of recompense. This work may have been done in the same year, or at another period.

Jean Reynaud prize (\$2,000). An annual prize which will be awarded in 1906 by the academy to the most meritorious work which is produced during a period of five years. This work is to be original, of a high order, and to have the character of invention or novelty.

Leconte prize (\$10,000). This triennial prize will be given (if need be) in 1907 to the author of a new and capital discovery in mathematics, physics, chemistry, natural history, medical sciences, or to the

author of new applications of these sciences which give much superior results over the present.—*Scientific American*.

Forward Teachers for Backward Children.

The above title is used in connection with a circular issued by Supt. E. R. Johnstone, of the New Jersey Training School for Feeble-Minded Girls and Boys, at Vineland, N. J. The circular sums up some of the results of the summer school for public school teachers at this institution. In speaking of the teacher who is to guide the backward child, Superintendent Johnstone declares that she must possess more patience, tact, and resourcefulness than the teacher of normal children. She must have a greater capacity for love and a keener appreciation of the value of the very little things. She must have expert knowledge of the child with whom she deals, and must know the best methods for training him. Besides all this, she must have confidence and faith; a confidence in herself, born of the feeling of power and knowledge, and a faith which believes in the possibilities of this kind of work and sees, beyond the shadow of the wall that has stopped the progress of these children, the broad fields and bright sunshine.

In the schools for the feeble-minded we have to deal with all grades of mental deficiency, and we are constantly impressed with the fact that the difference between the training of normal and of feeble-minded children is rather one of degree than one of kind. The operations of our child's mind are so slow and so exaggerated that we have opportunities to more carefully study and observe its processes. Most of these processes are similar to those of the normal child, in whom, however, they pass too rapidly for easy examination. Our child is, in many respects, identical with the normal child placed under a microscope, and except where the lesion interferes, the student may observe and investigate almost at his leisure.

This being the case, continues the superintendent, our schools must become laboratories of educational work. Not only can the teacher who would teach a class of backward children learn from us, but the teacher of ordinary children can find much that will be of real value and use in her own class-room.

His Compensation.

I'm 'kep' in ' when I'm tardy,
An' I'm 'kep' in ' when I'm late;
I'm 'kep' in ' for 'position'—
That means not settin' straight.

I'm 'kep' in ' on my joggerfy,
My readin' an' my writin',
An' I'm 'kep' in ' some for laughin',
But I'm 'kep' in ' most for fightin'.

I'm 'kep' in ' when my marbles
Comes rattlin' from my pockets,
An' sometimes when my matches
Gets mixed up with my rockets.

I'm 'kep' in ' ef I whisper,
An' I'm 'kep' in ' ef I chaw
The piece of gum I've borried
An' am warmin' in my jaw!

The truth is, ' at I'm 'kep' in '
Most everything I do!
But one jolly thing about it
Is, the teacher's 'kep' in ' too!
The High School Echo, Johnson City, Tenn.

The chief claim advanced in favor of antikamnia tablets is that their use is not followed by depression. In cases of acute neuralgia, tested with a view of determining the pain-relieving properties of antikamnia tablets, they were found to exceed any and all others in rapidity and certainty of the relief given.

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A former country teacher writes: "I had lost courage and intended to take up the study of law, when your magazine came to me and taught me that great work can be done in education. I studied faithfully the contents of every issue and passed, with high standing, a principal's examination. My present place pays double the salary I had a year ago."

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The Kentucky Educational association will meet at Mammoth Cave June 21, 22, 23.

One of the most interesting new books that came from the press recently in the line of history is *Our First Century*, by George Cary Eggleston (A. S. Barnes & Co., New York, publishers). It is not a history in the ordinary sense of the word—a chronicle of the wars that made the country what it is—but the story of the life of the every-day people of the early days in America, and told in Mr. Eggleston's own inimitable fashion.

Intercollegiate Rowing Regatta.

The Intercollegiate rowing association regatta will be over the Poughkeepsie-Highland course on June 28. The contest will be between the Universities of Columbia, Cornell, Georgetown, (Pennsylvania), Syracuse, and Wisconsin.

The usual train facilities are being looked after by the West Shore railroad. The observation train will be run on the west shore of the river and will start from Highland station at 2:15 P. M. Special trains will run from Albany, leaving Albany at 9:50 A. M. and 10:45 A. M. One fare for the round trip has been made from all points in the State of New York. Special trains from New York will leave at 10:00 A. M. and 10:50 A. M. Special parlor car train will leave at 11:20 A. M. arriving at Highland in ample time to board the observation train. Fare of \$1.50 has been made from New York for the round trip. Observation car tickets will be sold at \$2.00 each and can be had from any West Shore R. R. ticket office. Special trains have been arranged for to run thru to New York immediately after the finish of the last race and arrangements have also been to take care of the thousands of people who will come from nearby towns.

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IN ONE MAIL the morning mail of June 12, 1905, we received letters announcing the following elections
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2. Mass. to Conn., Mary E. Allyn, South Hadley, Mass., to Shelton Conn., \$500.
3. Mass. to N. Y., Mary E. Pond, South Hadley, Mass., to Monticello, N. Y., \$425.
4. Albany Normal to Schoharie, N. Y., H. F. Collier, as principal, \$200.
5. Guilford, N. Y. to Ludlowville, N. Y., Grace E. Noble, \$250.
6. Boonville to Patchogue, N. Y., Leonora B. Armstrong, \$500.
7. Pa. to N. Y., M. Claire Gilson, Butler, Pa., to Geneva, N. Y., \$500.
8. Vt. to N. Y., Alice B. Brainerd, Middlebury, Vt., to Centre Moriches, N. Y., \$500.
9. Syracuse University to Mohawk, N. Y., Olive L. Fago, \$200.

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Here and There.

B. C. Wooster, of Ridgewood, N. J., has been chosen by the state board of education to succeed the late John Terhune as superintendent of the Bergen county schools.

The percentage of trained teachers in 1901 was thirty-seven.

Dean George Hodges, of the Episcopal Theological school at Cambridge, Mass., has refused a call to the Leland Stanford university at a salary of \$10,000. He prefers to stay in his present position, even tho the salary he receives is but half of the amount offered by the Western institution.

One dollar is deducted from the salary of any South St. Paul, Minn. school teacher if she is late. The school board is determined to enforce this rule.

For some time Fraulein Marie Bohm has been delivering popular lectures in German, to students of German, in the high schools of Newark, N. J., and vicinity. One of Fraulein Bohm's most popular lectures is on "The Hohenzollern." As she was personally acquainted with the late Emperor William, she is able to give a personal touch to her remarks, which makes them doubly interesting and attractive. All students who have heard this lecture are loud in their praises of the treatment of the subject. Other lectures of Miss Bohm are upon Schiller and Frederick the Great. Her home is in Montclair, N. J.

According to statistics, the average standing of athletes at Bowdoin college is 77.57 per cent. and of non-athletes 80.37 per cent. With this difference of less than three per cent., President Hyde declares that it is a "very welcome and satisfactory evidence that athletics at Bowdoin are not a substitute for scholarship."

"The contemporary student," says Auguste Sabatier in the *Atlantic Monthly* "is in an attitude of expectation. His face is towards the future. The note of finality has no music for him. He feels that he stands not at the end, but at the beginning of the way of truth, and he goes on into it with the eagerness of an explorer. He perceives about him a new heavens and a new earth. If he is a scientist he is making journeys of discovery in the new earth. If he is a theologian, he is watching the stars of the new heavens. The world is 'mighty interesting,' and he is mightily interested in it."

Altho Harvard and Yale defeated Oxford and Cambridge in 1904, the English athletes, says *Outing*, are apparently not anxious for revenge—the non-appearance of a challenge proving either their acceptance of defeat or a biding of time until championship material is developed.

The third session of the University of Georgia summer school, will begin June 27 and close July 28.

From Tennessee.

Dr. Mander M. Woods, pastor of the Second Presbyterian church of Louisville, Ky., has accepted the call to the chancellorship of the Southwestern Presbyterian university at Clarksville Tenn.

It is estimated that the enrollment of the public schools of the two Bristols next session will aggregate more than 3,000 pupils. Prof. R. H. Watkins is retained as superintendent of the Bristol, Tenn., schools, while Prof. E. H. Russell is retained in a like position in Bristol, Va.

The summer school of the South, held in connection with the University of Tennessee, will open its fourth session on June 20, closing July 28.

In former years this school has attracted teachers not only from the South, but from almost every state in the Union. No pains have been spared to make the session of 1905 equally attractive and helpful to all who attend.

One of the features of the school will be the educational exhibit.

Raising the Standard in Tenn.

Superintendent of Public Instruction S. A. Mynders, of Tenn., has instructed the county superintendents, that the average of eighty-five per cent. in examinations for teachers is not to count unless the applicant proves to be efficient in the use of good English and in spelling.

It has been discovered that some of the teachers who are able to make the average grade in examination, are weak in these branches. Professor Mynders hopes, by this ruling, to raise the standard of teachers thruout the state.

Public School Gardening.

A comparatively new and interesting extension of the work is its introduction into public schools, where it was a prominent success from the start. Boys and girls are becoming more and more interested in this attractive work, which takes them out of themselves, out-of-doors, and into closer and more sympathetic relations with one another. The purpose, primarily, is to teach children how to plant and grow flowers and vegetables by permitting them to do the actual work, so that they may have such practical knowledge of farming as to be able to make a living from it should the need and opportunity come. In addition, they get instruction and exercise which help them morally, mentally, and physically. Each child is given its own garden—about nine by twelve feet—on the conditions that the holder must work faithfully and must not trespass upon others. It is an inspiring sight to see these little ones cultivating the ground that it may bring forth a beautiful flower or a useful vegetable, and above all, to realize that they are privileged to breathe fresh air and to look up to nature's God thru long hours of glorious and health-giving sunshine. The hope is indulged that this cultivation of the soil by the children will instill into their hearts such a love of outdoor life that many will turn their feet countryward to seek a living upon farms rather than remain in the city to find employment in the already overcrowded offices shops, and factories.—From "Farming Vacant City Lots," by Allan Sutherland, in the *American Monthly Review of Reviews*.

Out-of-date Scientific Beliefs.

Dr. Henry Smith Williams, author of *The Story of Nineteenth-Century Science*, tells in *Harper's Weekly* how some established scientific doctrines are being overturned by recent discoveries. Radium alone, says Dr. Williams, is responsible for the overthrow of many apparently fundamental beliefs. Among these are the doctrine of the conservation of energy, threatened by the fact that radium is perpetually giving out heat without losing any of it. The law of the conservation of matter is also affected by the properties of radioactive substances; "likewise the great doctrine of the universality of gravitation must pass from the scene." The theory of the non-transmutability of elements has

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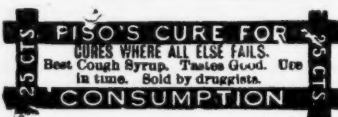
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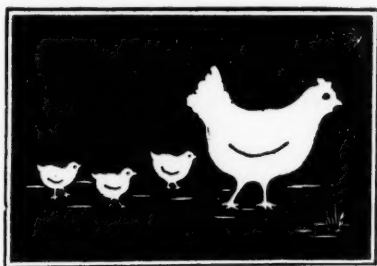
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